

LEA Consolidated Application

District Code:

637

District Name:

Cook County

Fiscal Year:

2015

Plan Descriptors

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

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

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

LEA Narrative Description 1:

The system's school improvement coordinators are in charge of analyzing the data for the Cook County School System. Academic and non-academic data is analyzed and disaggregated in readable charts and graphs. Focusing on subgroups gap analysis, graphs are created utilizing information from state assessments and all state writing tests. The schools' leadership teams and school improvement teams, as well as the system's administrative team, meet to plan based on the current academic achievement data of all groups and subgroups of students. Data is then presented to the school leadership team and teachers for further analysis. Longitudinal charts are kept current and utilized to record strengths, weaknesses, and effectiveness or ineffectiveness of strategies. This type of comparison is also of great interest to our parents and community who want to know that we are providing the best possible education to our students. All data is compared internally to show differences or gaps between ethnic groups, special and regular education students and economically disadvantaged and those not economically disadvantaged. This data is particularly useful in improving our program processes. It helps us select software, add or drop programs, develop schedules and map out professional learning for the system as a whole. The levels at which the overview data are shown include: Scores by subject for each grade by school, Scores by subject for each grade by system, Comparison to RESA and state for each subject by system, Rank ordered place in state for each subject by grade by system, Domain performance for each subject by grade by school. Each school keeps a Balanced ScoreCard summarizing academic data, parent, teacher, students, and employee surveys, attendance of students and employees, safety measures, and technology availability and use. Annually, administrators present the results of the CCRPI Report and the Balanced Score Card to the Board of Education and the plan of action to address the weaknesses. After the presentation to the board, the test results are shared with the local newspaper, The Adel News Tribune. The information is also posted on the system and school websites. In addition, each school has a Data Room where data is shown in large graphs and charts and work sessions focusing on student achievement are held. Teachers access data through GADOE State Longitudinal Data Systems. Teachers can identify students' strengths and weaknesses. Data can be drilled down to specific domains. Teachers then write specific goals for the school year building on students' strengths. Students who were just above or just below either the pass/fail or the meet/exceeds lines are targeted for additional assistance.

K-5 students are assigned to heterogeneous classrooms. The middle school students are also assigned to heterogeneous classes. Academic courses 9-12 are heterogeneously grouped but may contain SWD or gifted subgroups. Elective courses, selected by the students, are heterogeneously grouped. High school teachers are assigned an advisement group. The advisement groups are organized by grade. A student leadership team comprised of seniors works with all ninth grade students. Every academic department has made provisions

for additional academic help before and after school. For those students who cannot come early or stay after school due to dependency on the system's bus schedule, the school's pyramid of interventions has guided study that takes place during the same time as advisement. The school's counselors organize activities based on the groups needs, and teachers are trained to help guide students in selecting courses which will meet their academic needs. The middle school counselor work closely with the high school counselor to develop seamless transitions from middle school to high school. The middle school counselor will also work with the elementary school counselor to provide a seamless transition from the elementary to the middle school. Counselors will oversee orientations for students and parents of those students entering 6th and 9th grade.

Cook County Schools serves a very low population of homeless students. Most students that are defined as homeless in Cook County are students that are "doubled up." Funds are set aside to provide for these students as well as students that may relocate to Cook County and meet the definition of homeless. Homeless students may be included in the process to determine their academic needs. Students will be involved in parent conferences and IEP meetings. Parent Involvement Coordinators will be available to provide transportation to Homeless students and their parents for these meetings. Funds are available for tutoring, as well.

Title I, Part C, ESEA, Section 1304(D) requires states to give "priority for services" to migrant children: (1) who are failing, or most at risk of failing, to meeting the state's challenging academic content standards and student academic achievement standards, and (2) whose education has been interrupted during the regular school year. Both of these conditions must exist simultaneously for a migrant child to have "priority for services." As a part of the registration process for all Cook County Schools, every parent/guardian completes the Occupational Survey. The completed Occupational Survey forms are sent to the local migrant staff to screen and review for any potential migrant families. A priority list is sent from the state for those eligible to receive services. These lists are reviewed after each semester to make sure that their priority ranking is still correct. The system also monitors for those students who are on a priority list for service who failed the state assessments.

Cook County Schools follows the Georgia Department of Education flow chart exactly. All students with a Home Language Survey answer of anything other than English, English, English will be given a screening assessment (WIDA ACCESS Placement Test). Scores from W-APT will be evaluated according to GADOE flowchart of the 2014-2015 Resource Guide.

ESOL teachers administer the ACCESS during the state window. Once scores are received by the district, ESOL teachers review the data. Student performance on bands help ESOL teachers, general education, special education (when applicable), parents, and administrators make decisions about the student's placement for the upcoming year. Once placement is determined, ESOL teachers work with administrators to ensure the best classroom placements for ELs. At the beginning of the new school year, ESOL teachers meet with the students' new general education and if applicable special education teachers to familiarize them with ACCESS and the students' scores. Based upon individual student's needs determined by ACCESS, ESOL and general education teachers plan on the support needed for the student. ACCESS scores are utilized as a baseline level of performance for EL students. Classroom teachers are provided coded "Can Do Descriptors" and WIDA ELP Standards pages so that student strengths and weaknesses can be easily recognized. Differentiation for ELs may include scaffolding, slotted notes, shortened work assignments or test accommodations. ESOL teachers stress to general education teachers that test accommodations are not exclusive to standardized test but to all assessments of the students. Teachers strive to develop assessments with the language proficiency in mind, so that all students may learn, make progress, and be successful. Accommodation sheets must be kept on file for the students as well as a copy provided to all teachers of the EL student and building level test coordinators.

The CTAE Department meets monthly. One of the things that the teachers discuss is the students' academic needs; their successes and/or failures from the strategies that have been implemented. Cook High School strives for all students to become Pathway completers.

Every spring, the system conducts comprehensive perception surveys. These include: Surveys of all teachers and staff, Surveys of middle and high school students, Surveys of 12th grade students, Georgia Student Health Survey, Surveys of all parents, Surveys of community and business members.

Cook County's annual needs assessment for faculty and staff is conducted online as a survey posted on the private site of the system and schools' websites during the spring. In addition to the federal programs and professional learning needs assessment, the Title II-A Worksheet is completed at each school by the leadership team. A separate leadership needs assessment is given to all administrators. Needs assessment surveys are provided to all parents and community stakeholders via the internet. Hard copies may be received upon request. Parents are notified through the website, phone call system, text, emails, flyers and announcements in the local newspapers.

Student achievement, attendance, discipline reports, TKE walkthrough data, peer observation data, local teacher evaluation (based on standards based classrooms), local End of the Year evaluation (modeled from TKE form) class size, HiQ, teacher experience, Georgia Student Health Surveys, Migrant Student Service surveys, passing % rate per teacher, retention, induction data, and the CCRPI report are all sources for the assessments.

Recruitment: A team of administrators and teachers attend career/recruitment fairs at area colleges and universities. Vacancies for teachers are posted on Teach Georgia and advertised within the system. Paraprofessional vacancies are posted within the system and advertised in the local newspaper. Currently, paraprofessional positions are only replaced on an as need basis. (For example, paraprofessionals working with Special Education students or Kindergarten classrooms.) Administrators participate in recruitment so that they will have access to highly qualified teachers should positions become open during the year or significant changes at the end of a school year.

During FY14, 8 certified personnel retired (one principal) and 9 certified personnel resigned (one system psychologist). Resignations were due to relocation, family matters, disability, and one non renewal. Relocation impacted the majority of these resignations. Cook Middle School and Cook High School had the most transition within their schools. Personnel retirements and resignations did not greatly affect a specific grade level or department. Changes for FY15 will fall across all grades and subjects. These changes include:

Cook Primary School:

There were three resignations and one transfer at CPS. Two teachers resigned due to family related issues and one went on disability. Positions impacted were two kindergarten, one 1st grade and one media specialist.

- Three new hires replaced the kindergarten and 1st grade positions. (One of these positions, one will transfer to CES due to the large number of second graders going to third grade.)

- The media specialist was replaced through a transfer from Cook High School.

Number of hires new at CPS: 2

Cook Elementary School:

There was one resignation, one retirement and one transfer at Cook Elementary. Positions impacted were two

fourth grade positions and one principal.

- The two teaching positions were replaced by one full time teacher and one retired teacher agreeing to work all day at 49% pay.
- Due to the size of the upcoming third grade students, one of the vacated positions from CPS was transferred to CES.
- The principal was replaced by the AP.
- The AP position was replaced by the Instructional Coach. The IC was not replaced.

Number of hires new at CES: 3

Cook Middle School:

There were six resignations and one transfer at CMS. Positions impacted were: one Social Studies, one Science, one PE, two ELA, and two Math. Two of the positions were teachers already retired and working at 49% pay for a full day. These teachers decided to retire fully. One position was due to changing of profession, three positions were due to relocating and the final position, math teacher, accepted a position (new position) as the Instructional Coach for Cook Middle.

- Three of the positions (PE, Social Studies, and Science) were replaced by new hires.
- Three positions were replaced by transfers (one from CES, one from CHS, and one from ESOL) in the system (one ELA and two Math).
- One 49% LA was not replaced.
- One new position was added for Special Education. This position will be split with CHS.
- Instructional Coach position was added and filled by transfer.

Number of hires new at CMS: 3 and .5 to be split at CHS

Cook High School:

There were five retirements, one resignation, two transfers, and one non renewed. Positions impacted were: CTAE Ag, CTAE Technology, CTAE HomeEc, Special Education, PE, two ELA, PE/Social Studies (Head Football Coach and two blocks Social Studies) Social Studies, and Spanish.

- One PE position was filled by the same teacher retiring and returning in a 49% position.
- The Special Education position was filled by the same teacher retiring and returning to work full days at 49% pay.

- Three CTAE positions were replaced by new hires.
- The Spanish teacher transitioned to CPS to fill the media specialist position. The Spanish position was filled by a new hire.
- One ELA was replaced with a new hire.
- The ELA transfer filled one of the positions at CMS. A teacher who was HiQ in science and ELA, filled the ELA position. A new hire replaced his science position.
- The Head Football Coach position was replaced by a new hire and will pick up the other two blocks of the 49% PE slot.
- A full time teacher was hired to replace the non renewed Social Studies
- A 50% teacher was hired to replace the two blocks of the Social Studies Teacher/Coach).
- One new position was added for Special Education. This position will be split with CMS.

Number of hires new at CHS: 8.5 and .5 to be split at CMS

System:

The System School Psychologist resigned because of relocation. She was replaced by a new hire.

Total of new hires in Cook County Schools: 18.5 positions

Retention: For FY 15, Cook County Schools will return with 93% of its certified personnel. During FY14, 8 certified personnel retired (one principal) and 9 certified personnel resigned (one system psychologist). Of the 8 retiring, two were already retired and working full days for 49% pay. One retiree is a principal. Two of the retirees will return. One will work a 49% schedule in PE and the other will work full days in Special Education for 49% pay.

Resignations were due to relocation, family matters, disability, and one non renewal. Relocation impacted the majority of these resignations.

To support new hires, Cook County Schools provide these hires with a mentor for the first three years of their employment. These mentors meet with the new hires during the year to plan, understand local procedures, and provide ongoing support. Observations are made in both classrooms. New hires coming from other systems with experience receive a buddy teacher for the first year.

Cook County Schools support their teachers throughout the year. Administrators meet with groups of teachers to receive input. Teachers are provided professional learning in their areas. Support is provided to veteran teachers when needed. This may be done by assigning a teacher that is strong in the area of need or additional professional learning. Schools recognize teachers of the month, provide breakfasts and lunches throughout the year, provide early leave tickets, and provide other items. These are funded through community support,

PTO, and Principal Funds. These activities help support the retention of teachers.

All teachers participate in the following professional learning: differentiation, implementation of TKES, student growth percentiles, and SLO development. Coastal Plains RESA collects Needs Assessments from the individual school districts to develop the professional learning to be offered. Based on individual teacher needs or district needs, Cook County Schools will have teachers participate in these professional learning activities.

Walkthroughs using the TKE format are conducted at each school by administration. Data is collected and shared with teachers at all schools. Coaching, if needed, for specific strategies is provided by curriculum directors. Peer observations for best practices are conducted at the individual schools. Coastal Plains RESA facilitates teacher discussion following the observations.

Professional Learning Community meetings are held twice each month. All teachers in the system are assigned to a PLC. Paraprofessionals receive professional learning through PDNow.

HiQ Status of Teachers: All teachers are highly qualified.

HiQ Status of Paraprofessionals: All paraprofessionals are highly qualified.

Teachers' years of experience entered on the CPI report for the system:

0-3: 17.75%

4-10: 19.71%

11-15: 23%

16-20: 21.12%

21+: 30.51%

CPI report also indicated that 2 teachers hold B4 Provisional Certification, 61 teachers hold T4 Professional Certification, 96 teachers hold T5 Professional Certification, 49 teachers hold T6 Professional Certification, and 5 teachers hold T7 Professional Certification.

Years of Experience per school:

	CPS	CES	CMS	CHS
0-3	8%	4%	6%	5%
4-10	12%	32%	21%	16%

11-15	24%	23%	21%	27%
16-20	25%	23%	19%	19%
21+	31%	17%	34%	33%

Cook Primary has the highest percentage of inexperienced teachers (0-3 years) but is not too above the other schools. It does have 31% of teachers with 21+ years. Cook High School has the highest percentage of experience (21+ years) at 33%. According to state assessments, challenges are greatest at CHS with the new math standards. These positions are held by teachers with more than 10 years of experience.

Class Size: Cook County was approved for a class size waiver for one to five students in all areas except Special Education. This waiver was only utilized in a few classes. None, however, exceeded 3 additional students. No class used the maximum of 10 as approved in the waiver. As math is the main achievement concern, these class sizes have been below the maximum.

Class size reduction teachers continue to be funded through Title IIA for Math at Cook High School. The implementation of new math courses at the high school has seen a drop in state assessments at both the local and state level. The rationale for reducing class size in these classrooms is that achievement will increase allowing for better prepared students and students earning credit toward graduation.

Academic Needs:

1. Class Size Reduction (Math Classes)
2. Differentiation
3. Math Strategies
4. ELA Strategies
5. Classroom Management
6. CoTeaching Strategies
7. Recruitment
8. Remediation for all non HiQ teachers

Continued Action and Strategies will be to:

1. Continue Professional Learning Communities(PLC) focusing on differentiation in meeting diverse needs of students: Beginning the first month of school, grade levels and/or academic departments will hold initial PLC meetings. Meetings will be attended by teachers, student teachers, school and district level administrators. Meetings will be facilitated by teachers. Following the PLC, teachers will provide school and district level administrators with PLC minutes.
2. Focus on teachers who have high failure rates and low test scores by providing modeling, mentoring, and professional learning: School and district level administrators will identify teachers with high failure rates and/or low test scores. Data for 3 years will be reviewed by administrators with teacher(s). If necessary, teachers will be placed on Professional Development Plans (PDP). Teachers will also be required to attend Professional Learning courses through Coastal Plains RESA. Teachers not following PDPs or showing improvement may be considered as non renewal.
3. 100% implementation of TKES and LKES.
4. Continue Peer Observations. Following observations, teachers will meet by grade level/departments to discuss strengths and weaknesses. Data from Peer observations will be compiled per semester and distributed to each teacher.

Administrators will work carefully to identify students taught by ineffective teachers for more than two years. These students will have high priority when scheduling teacher assignments. These students will be:

- Scheduled into classes first
- Scheduled into EIP courses at the primary and elementary level (if applicable)
- Scheduled into remedial courses at middle and high school level (if applicable)
- Scheduled into credit recovery courses at the high school level (if applicable)
- Recommend for RTI (if applicable)
- Parent request will be given consideration
- Ineffective teachers (based on Student Growth Models) for more than two years will be placed on PDPs

Four different needs assessments are conducted annually that gain input from all stakeholders:

- Cook County Federal Funds Needs Assessment in the spring with all teachers and administrators,
- Balanced ScoreCard surveys in the spring with parents, students, community and business partners, and all system personnel.
- Title IIA worksheet in late fall with school and system leadership teams.

- Leadership Survey in spring for all administrators.

From these needs assessments, prioritization of needs is developed with revision to the equity plan and system/school improvement plans. Individual schools review findings and use these findings to develop or continue goals in their school improvement plans.

Meetings with all stakeholders are held to review results of needs assessments, prioritize needs, and identify strategies in developing the action plan for the school year. Copies of the needs assessments are available in the Title IIA office and address all equity components.

Is Plan Descriptor Revised?

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

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

- a. To determine the success of children in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards;
- b. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under applicable federal programs to meet State student achievement academic standards and do well in the local curriculum;
- c. To determine what revisions are needed to projects so that such children meet the State student academic achievement standards;
- d. To effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments;

LEA Narrative Description 2:

Cook County Schools will use the following student academic assessments to determine the level of student performance:

The Georgia Milestones Grades 3-12 (EOG and EOC) ;The Georgia Writing Tests in Grade 11; The Georgia High School Graduation Test (GHSGT) for 5th year seniors, and ASSET for dual enrollment classes at the Workforce Development Center; The Georgia Kindergarten Inventory of Developing Skills (GKIDS); Georgia Alternative Assessment (GAA) for students with significant disabilities in grades K, 3-8, and 11, End Of Pathway assessments for CTAE Pathway completers, Student Learning Objective assessments P-12, state checklist for eligibility in the Early Intervention Program (EIP);Locally created benchmark tests in all academic subjects in grades K-12, Rubrics in all academic subjects grades K-12, Standardized Test for Assessment of Reading and the Standardized Test for the Assessment and Reporting of Math (STAR) in grades K-5 ,Universal screening with STEEP in grades K-7 for reading and math Benchmark assessments are given and analyzed in teacher collaboration groups within the professional learning communities at each school resulting in constant revision of assessments and rubrics. Computerized assessments such as the STAR, Classworks, Study Island are given multiple times each school year resulting

in revisions to strategies, benchmark assessments and ACCESS Test for ELs.

A variety of tests for students who are referred to the gifted program are administered to identify the area of giftedness.

The School Psychometrist administers a battery of tests to identify students who have been referred from the Student Support Team for possibly having special needs.

The Home Language Survey is given to all students when they first enroll in the system.

The Occupational Survey Form is used to screen for migrant families and students.

The use of these quality academic assessments will be to increase student achievement by: Determining success on standards and progress being made toward meeting standards, and to informing teachers, parents, and students (state required assessments, benchmark tests, teacher-made tests, rubrics, and computerized assessments.) Assisting in diagnosis, teaching and learning in the classroom (e.g., state required assessments, local or commercial tests and rubric aligned to standards and curriculum and designed to access students' specific knowledge base, teacher-made tests and rubrics, computerized assessments); Determining what revision(s) are needed to projects (e.g., state required assessments, local or commercial tests and rubrics aligned to standards and curriculum and designed to access students' specific knowledge base, teacher-made tests, and rubrics, computerized assessments); Identifying students who have difficulty reading (e.g., state required assessments, standardized and other commercially prepared screening and diagnostic instruments, computerized assessments—stand alone, program integrated, and internet-based, classroom-based instructional reading assessments and rubrics). Progress is shared with teachers, parents, and students through the following: Parent conferences Newsletters, Website, Report cards, Title I Parent meetings, System website, State DOE website State DOE, Report Card Letters, memos, Phone calls, Text messages, Social Media, Individual student test results, E-mail, Phone Master, PTA/PTO meetings. As part of the registration process Transition orientations to notify teachers: Staff meetings Professional Learning Opportunities Memos Team/Grade Level/Department meetings Emails, Crisis Communication System.

Cook County Schools serves a very low population of homeless students. Most students that are defined as homeless in Cook County are students that are "doubled up." For those students meeting the definition of Homeless, Parent Involvement Coordinators will work between the teachers, school and parents to ensure that state mandated testing results as well as local assessment results are delivered to parents. Parents will also be notified prior to state mandated test to ensure that students are prepared for testing and have transportation.

MEP students will participate in all State and local assessments. State scores will be used during the CNA process by comparing the growth of MEP student subgroup to that of the ALL subgroup. Growth models will be compared for the grade level and/or the grade band for all schools. Cook Primary will use the growth model of third grade students. The data will allow members of the CNA team to make recommendations for the upcoming school year. No individual student will be identified. Other data such as classroom assessment, SLOs, and report card grades will also be used. Individual MEP scores will help determine the support needed by SSPs during classroom tutoring. Finally MEP scores will be used to identify those students needing addition support through summer school. Students may also be served for enrichment skills during summer school if MEP scores reflect satisfactory growth.

Cook County Schools follows the Georgia Department of Education flow chart exactly. All students with a Home Language Survey answer of anything other than English, English, English will be given a screening

assessment (WIDA ACCESS Placement Test). Scores from W-APT will be evaluated according to GADOE flowchart of the 2014-2015 Resource Guide.

ESOL teachers administer the ACCESS during the state window. Once scores are received by the district, ESOL teachers review the data. Student performance on bands help ESOL teachers, general education, special education (when applicable), parents, and administrators make decisions about the student's placement for the upcoming year. Once placement is determined, ESOL teachers work with administrators to ensure the best classroom placements for ELs. At the beginning of the new school year, ESOL teachers meet with the students' new general education and if applicable special education teachers to familiarize them with ACCESS and the students' scores. Based upon individual student's needs determined by ACCESS, ESOL and general education teachers plan on the support needed for the student. ACCESS scores are utilized as a baseline level of performance for EL students. Classroom teachers are provided coded "Can Do Descriptors" and WIDA ELP Standards pages so that student strengths and weaknesses can be easily recognized. Differentiation for ELs may include scaffolding, slotted notes, shortened work assignments or test accommodations. ESOL teachers stress to general education teachers that test accommodations are not exclusive to standardized test but to all assessments of the students. Teachers strive to develop assessments with the language proficiency in mind, so that all students may learn, make progress, and be successful. Accommodation sheets must be kept on file for the students as well as a copy provided to all teachers of the EL student and building level test coordinators.

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.

LEA Narrative Description 3:

If selected, the Cook County School System will administer the National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading, mathematics and science. The NAEP shows patterns of student achievement over time in core content areas, such as reading, writing, mathematics, and science. NAEP is the only on-going study that tracks trends in student achievement at the elementary, middle, and high school levels. The national norm state NAEP does not provide individual scores for students or schools assessed, but provides results about subject-matter achievement, instructional experiences, and school environment, and reports these results for populations of students (e.g., fourth-graders) and subgroups of those populations (e.g., male students or Hispanic students). When Cook County is selected to take the NAEP, the LEA must provide a roster of the selected grade or grades. This roster includes all students in the grade level including homeless students. NAEP sends a team to the school to test the students. Prior to the NAEP, the testing team chooses the makeup of the group to be tested. This group is chosen from the roster previously provided to the GADOE. The results that are received will be shared with the district school improvement team, individual school improvement teams, and content area teams to review and develop with a plan that will further enhance student learning.

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.

LEA Descriptor 4:

The technology system goals are developed as part of the system technology planning process and are in line with the System Improvement Plan. As a new strategic plan is developed, these goals will be incorporated in that plan as well. Every year each goal will be reviewed, and it will be decided if the goal has been met. For each goal not completed, a committee of key stakeholders will decide if the goal is still a worthwhile goal and will decide whether to maintain the goal as written or make modifications. The goals are clear, tangible projects so that it is easy to determine if the goal has been accomplished. Each goal includes an evaluation procedure to determine if that goal has been met. Some evaluation procedures include evidence that equipment has been purchased and installed. Some evaluation procedures include documentation such as the date, time, participants, and content of staff training. Additional evaluation procedures will include a review of the Georgia State Hardware Inventory. The data from this inventory will be analyzed in order to compare equipment in our school district to what other districts are reporting. It will also help us monitor that equal access is being maintained at all of our schools and in all classrooms including those for special programs such as ESOL, EIP, and special education. The final component of our evaluation plan involves analysis of high school graduates and Math and English /Language Arts scores for increased student achievement. The goal is to have each school make gains in student achievement, to see a higher percentage of high school graduates, and to see a higher percentage of students meet or exceed the academic requirements of the Georgia Milestones and show high Student Growth Performance (SGP). With the implementation of a 1:1/BYOD environment, students will have blend, competency based learning opportunities to pursue an individualized learning plan. Actual graduate information and test scores will serve as the primary basis for evaluation. As part of the analysis, the district will look at the number of students who took advantage of the Georgia Online Assessment System (OAS) and Study Island in preparation for standardized tests. The goals, benchmarks, and action plans will be evaluated each year and changes made according to need and availability of funds.

Is Plan Descriptor Revised?

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

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

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

LEA Narrative Description 5:

Data is disaggregated to enable teachers and school leaders to identify which students need specific help to either meet or exceed standards. Currently we have approximately 78EL students. These students are served by three ESOL teachers. Students in grades 1-5 are served in the Pull Out Model. Students in grades K and 6-8 are served in the Push-in model. The high school students are currently being served in a scheduled class

period. As the high school students gain language proficiency, they will be served in the Sheltered content model. Specific strategies to provide additional assistance to our EL students include: Extra help from the ESOL teacher, in grades 6-8, pull-out for extra assistance, Professional learning for classroom teachers of EL students, Locally created "Survival Guide for Teaching EL Students" given to all classroom teachers.

Currently, we have approximately 79 migrant students. These students are served in the regular classroom, with support from two Student Service Providers. One who speaks fluent Spanish. Both SSPs work directly with the teacher and the parents. Many strategies are used to ensure that the needs of disadvantaged students are identified and met. Migrant students will be provided translators, if needed. Bilingual texts and materials may be purchased with migrant money as well as hiring a teacher to tutor students after school. Summer school sessions held for students who have failed one or more portions of the state assessment or course required for graduation. Summer school is also provided with enrichment programs for migrant students. Funds from Title I-Care are used to support summer enrichment programs.

Special Education teachers, ESOL teachers, EIP teachers are included in all Professional Learning and curriculum workshops and are expected to use the same CCGPS units as their counterparts in regular education. Co-teaching classrooms has increased for the special education students, thereby, keeping special education students in the regular classroom as much as possible. Title I and Title II funds are used to reduce class size. Cook County Schools also provides a Parent Involvement Coordinator at each school.

The system technology plan lays out the order in which teacher workstations and student computer terminals will be upgraded and replaced. Anticipated infrastructure upgrades will support a 1:1/BYOD environment and the digital learning initiative. The technology program utilizes funds from Title I, Title II-D, Title VI, state grants, and local technology funds to support the program.

All students in grades 1-10 will be screened in reading and math using the ClassWorks universal screener. From this assessment, identified students in grades 1 and 2 will receive assistance forty-five minutes per day, two to four days per week in the areas of reading and math using the online ClassWorks program as well as small differentiated reading and/or math groups with a certified teacher or certified paraprofessional. The Tier 3 Lab, also staffed with a certified teacher and certified paraprofessional, will be utilized for those students in grades K-2 who require more intensive interventions five days per week. Students in grades 3-5 will receive intervention in a computer lab setting three to five days per week using the online ClassWorks program and small differentiated reading and math groups with the assistance of a certified teacher. All students in grades K-5 receiving interventions will be progress monitored bi-weekly.

Students in grades 6-8 who have scored in the does not meet category on the previous year's CRCT and whose ClassWorks Universal Screener scores indicate that they are not ready for grade level instruction are scheduled in a Connections Math or Reading class. Students in the Connections Math class receive 3 days of differentiated direct instruction from a certified teacher along with online ClassWorks instruction. Students in the Connections Reading class receive 3-5 days (depending on their RTI Intervention Tier) of differentiated direct instruction from a certified teacher using Lexia and EdHelper along with online ClassWorks instruction. Students are progress monitored consistently and are moved within Tiers 2 and 3, based on their performance and grades in the connections classes.

All students in grades 9-10 will be screened in reading using the ClassWorks universal screener. From this assessment, identified students in grades 9 and 10 will receive assistance thirty minutes per day, two to four days per week in the areas of reading using the online ClassWorks program. The computer lab is supervised by a certified teacher. A math intervention class for at risk math students also exists at Cook High. These students will be screened in math using the ClassWorks universal screener, after which they will receive

individualized assistance forty-five minutes per day, two to four days per week, or one ninety-five minute block per week. The students also receive a support math course the first semester and the required math course second semester. A "Pyramid of Interventions" has been implemented at the high school including academic interventions such as daily advisor program, study groups, and after-school study block and behavioral interventions such as isolated lunch, and the implementation of positive behavioral intervention strategies for at risk students. All of the interventions are directed at providing assistance to all students with additional assistance for those students who did not learn.

Is Plan Descriptor Revised?

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

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

LEA Narrative Description 6:

Cook County School System has a Technology Coordinator at the district level and technicians based in the schools. The Technology Coordinator works directly with the schools to provide and support digital learning in classroom instruction. Network based software and online subscriptions are purchased to support each schools' improvement plan. Student achievement data analysis is at the center of all technological purchases. When new technologies are purchased, professional learning sessions are scheduled to train teachers on how to utilize for instruction. The Technology Coordinator and all stakeholders see the need for Cook County to continue to fund technology. Please refer to the attached Technology Plan. Each school's technology teacher offers computer classes such as Smart Notebook, Powerpoint, Word, and Excel each year for professional learning credit. All K-12 Academic classrooms have an LCD projector and interactive whiteboard. Laptops, Kindles, Surface tablets, and iPads have been purchased with local funding for students to use focusing on math strategies. All schools have wireless available. Students have access to a variety of technologies daily. Throughout the year, parents receive opportunities to explore and learn about online programs that are available at home.

Is Plan Descriptor Revised?

7. Title II, Part D

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

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

LEA Narrative Description 7:

The school-wide model has allowed the district to implement technology systematically and equitably throughout the schools in Kindergarten through 12th grade. Cook County Schools has used Title I, Title II-A, Title II-D, Title VI, professional learning funds, and local technology funds to move the professional learning of technology forward in a seamless manner. Three-year technology goals and targets were established as part of the system technology plan. These goals and targets were then incorporated into the system and school's continuous improvement plans after which funding sources were assigned. Title I and VI funds have been used to purchase the Study Island Software for all schools. Substitutes for those teachers attending training will be paid out of professional learning or Title II-A. All students in Cook County are taught computer skills in the technology lab at least once a week, as well as having the opportunity to work on computers in their individual classrooms. Cook Elementary School students do a morning news program using cameras, the LCD Projector and closed channel TV that goes to each classroom. Cook Middle School was awarded a Title II-D 1:1 Wireless Classroom grant. Eighth grade students have daily learning experiences in math with the utilization of two wireless classrooms that include a laptop for each student, a Smartboard, graphing calculators, content-related software, LCD projector, etc. The elementary school was awarded an eMath grant. All the goals of this grant have been implemented in grades three through five. Cook High's science department received a Title IID grant. An AP grant was awarded to two AP classrooms for implementation in the 2010-2011 school year. All of these grants require observation the teacher and perception surveys by the students to access students' technology skills. The GPS for technology are embedded in each of the content areas. CCGPS content area teachers have integrated technology skills into the learning units. Cook County Schools continues to upgrade and purchase additional equipment that will benefit the technology skills of our students and teachers. Special education teachers, as well as regular teachers, have been very creative in using technology to differentiate instruction. Media Specialists as well as technology lab teachers have been very instrumental in the integration of technology into the classrooms. These two groups have made certain that teachers understand what is expected of each child at each grade level in order for the students to reach proficiency at the 8th grade level. The level of student technology literacy will also be measured through the 21st Century Skills Assessment and Student Learning Objectives (SLOs).

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.

LEA Narrative Description 8:

Cook County Schools has a specific process for identifying, selecting and purchasing instructional materials. These professional learning activities focus on programs/materials selection as well as providing general leadership to teachers and other school personnel for implementing scientifically-based practices. Persons requesting to purchase a service or product must reference it to specific educational research that provides scientific evidence to support the service, product, and approach to instruction. This committee discusses how this purchase will enhance student learning, how it fits into the total scheme of things, and the funding sources. Vendors are then contacted to demonstrate the program. Vendors may come into the system only if they are invited by the system. Vendors must provide the scientific-based research that has been done on their products and services. The following are some of the scientifically-based programs that the Cook County School System has implemented. AR Math/AR Reading, STAR Math and Reading programs, Standards-Based Classrooms, Classworks by Curriculum Advantage, My Reading Coach, Funnix EdTech Hardware, Study Island programs will be purchased with funds from Title I, Title II-A, Title II-D, Title VI, and local funds. Once the program is purchased, training will be provided to the appropriate personnel. An

informational training session will be set up for principals, assistant principals, and curriculum directors. Substitutes will be paid by Title I-A, Title II-A, Title VI, and Professional Learning funds in order for teachers and other appropriate personnel to be trained. Once teachers have had an opportunity to work with the program for a number of weeks, the curriculum directors will take any questions and discuss them with the vendor. It might even be necessary for the trainer to return for a follow-up session to insure that the program is being utilized to the fullest extent. Teachers also may collaborate during common-planning time to discuss different issues regarding the program. All professional learning activities are based on strengths and weaknesses as identified through analyzed data by the school or system leadership teams. From the identified needs, research follows for the scientifically and /or evidence based practices and products. Data is gathered and compared focusing on such aspects as targeted group of students or teachers. Data gathered from this instrument has been utilized as a needs assessment for professional learning and professional learning communities. Teachers have participated in Differentiated Instruction and Standards-Based Classroom Instruction facilitated by RESA consultants. Strategies taught in both of these courses are research based from the Southern Regional Education Board (SREB) and Georgia's Leadership Institute for School Improvement (GLISI). Mini-workshops are conducted throughout the school year, such as Georgia Writing Assessment training and CCGPS implementation. Teachers earn PLU credit through a site-based course "Focusing on Needs at the School Level." Many times a redelivery model is utilized. On the Job Assessment is conducted for ALL professional learning. Skills and strategies taught and learned are required to be implemented in the classroom. Administrators monitor through formal observations, eWalks and informal observations. Peer collaboration in grade/department groups is a required monthly activity. Activities in these groups are looking at teacher and student work, discussion of literature, book studies, etc. Math continues to be a need in all grade levels. . Gains are evident, but work remains to be done. Much of the practices and products purchased have focused on this content need i.e. Coach books in math, , math teaching strategies professional books. Subgroups in the area of math will be the focus for the coming year as the system continues to increase student achievement. The PL Coordinator also tries to ensure that each area of instruction (music, P.E. technology, etc.) has learning activities that are job-embedded positions areas On-going professional learning activities are implemented. Cook County also tries to use the trainer of trainer model for its teachers and administrators so that we can keep them in their schools as much as possible. The PL Coordinator also implemented the Successful Orientation, Achievement and Retention of New Teachers program (SOAR). SOAR was developed as an investment in the Cook County School System and its students. It is based on research showing that teacher quality is the most important factor in student achievement. SOAR is not just a program but a process that is intended to provide a supportive culture that result in effective teaching and student success. Beginning teachers are followed for three years with this program.

Is Plan Descriptor Revised?

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

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

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

eliminate duplication, and reduce fragmentation of the instructional program.

LEA Narrative Description 9:

Cook County Schools will use federal funds to coordinate and integrate services with other educational services at the LEA or individual school level by providing technology to all schools. It encourages all teachers to integrate technology across the curriculum. Professional learning opportunities will be offered that will assist in implementing the Common Core Georgia Performance Standards and RTI. These Professional Learning opportunities will provide the strategies needed for teachers to increase student achievement. Appropriate resource personnel will be provided for this either through Title I-A, Title II-A, Title VI or Professional Learning funds. In addition to the funds that the state sends for the media program, Title I funds may also be used. The Student Support Team will address specific weaknesses as guided by the Pyramid of Intervention. Students with special needs (limited English proficiency, disabled, migratory, homeless, or immigrant children, neglected or delinquent youth, migratory children and at-risk youth) will be provided all Title I services for which they qualify in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. For a smooth transition from one school to the next, orientation meetings and visitations to new schools will be made in the spring of the year. Follow-up counseling, home visits, or other services will be provided, if needed, for students involved in Head Start, IDEA preschool, and other preschool programs. Title I and Title II-A funds provide additional teachers and paraprofessionals to lower pupil-teacher ratio. Title II-A and professional learning funds support professional learning for the teachers and paraprofessionals as well as to provide funds to ensure that all teachers and paraprofessionals are highly qualified. Title III supports the English Language Learners (EL) with materials, supplies, activities and professional learning. Professional learning is funded to a certain extent from all of the Title programs. Title I-C migrant funds help to support summer school. Cook County has four schools. Cook Primary, Cook Elementary, and Cook Middle School are all School-wide Title I schools. The school-wide model has enabled us to coordinate and integrate programs, services, and funding sources in a seamless manner. Where feasible, the activities of state, local, and federally funded programs will be coordinated. The Homeless Liaison will be involved in the coordination efforts to ensure that the needs of Homeless students are met. Southern Pines Migrant Program provides annual training for administrators on how services are provided to migrant children. Migrant services are supplemental services and are not used to supplant. Documentation must be kept on all services provided to migrant children.

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.

LEA Narrative Description 10:

Specific research-based programs have been selected based on needs identified through the annual Safe and Drug Free Schools Survey. In addition we have worked with private and public agencies and civic groups to implement additional programs. The SRO Officers for individual schools go into classrooms to provide informative programs related to safe and drug free schools. Red Ribbon Week is held for a week in the Cook

County Schools around the last of October. Activities are held each day at each of the schools during this particular week. These activities are funded through local funds. The following drug and safety programs are also in place throughout the system and integrated into the regular curriculum by teachers: Mendez Too Good for Drugs Botvin Life Skills and CHAMPS. Physical Education teachers at Cook Elementary received RESA training on Aids and Puberty Classes. They conduct these classes in the spring of each year. The Georgia Student Health Survey is now given to students in Grades 6-12. Data from these instruments has been shared with teachers and administrators in meetings and with parents and the community in the Adel News Tribune. Prevention material is also made available in other languages (i.e. Spanish).

Although Cook County Schools will no longer receive funding from Title IV (unless applying for a competitive grant), the practices and methods used to meet the mandates of this descriptor will continue to be used.

Is Plan Descriptor Revised?

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

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

LEA Narrative Description 11:

The Cook County School System has the following grade configuration: Cook Primary School Pre-K – Grade 2 Cook Elementary School Grades 3-5 Cook Middle School Grades 6-8 Cook High School Grades 9-12. Because of this configuration, attendance areas are not an issue. Cook Primary School, Cook Elementary School, and Cook Middle School are all Title I school-wide schools. Cook County Schools will use the number and percent of students identified for free/reduced lunch to determine the poverty criteria. The percentages are as follows: Cook Primary School (including Pre-K) 72.85% Cook Elementary School 70.2% Cook Middle School 70.67% and Cook High School 61.19%. There is a total of 3359 students in the Cook County School System.

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.

LEA Narrative Description 12:

Cook County has three school-wide Title I schools (Cook Primary School, Cook Elementary School, and Cook Middle School). There are no targeted assisted schools.

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.

LEA Narrative Description 13:

Cook County Schools has three schools that are School-wide Title I schools which enables us to implement instructional programs systematically throughout the schools. Cook County Board of Education signed a Resolution to allow class size requirements to exceed 1-5 students if necessary. Although the waiver is available, all efforts are made not to increase classroom size by more than 3 students. Specific strategies vary by school level. Cook Elementary and Cook Middle provide intensive after school tutoring to prepare for the Georgia Milestone Assessment 2 weeks prior to the test.

Most all special needs students are in co-teaching classes. Students are given benchmark tests many times during the school year. In each classroom, formative assessments are the norm while summative assessments are given at the end of the units. Full implementation of locally adapted Pyramid of Intervention is used to ensure quality instruction for all students in all schools will continue. Standards-based classrooms with research-based strategies for all students is essential for Tier I. Students struggling in Tier I, Tier II interventions are implemented.

At Cook Primary School the Sing, Spell, Read, and Write Program is used to teach phonics. The CRCT Reading Coach, CRCT Math Coach and Study Island are used as skills practice throughout the school year to prepare the students for the state assessment in the spring. Cook Primary School also uses STAR Reading and STAR Math. Instruction in both reading and math is supplemented by the Classworks Software from Curriculum Advantage which students can access from their classroom and in the computer lab.

All students in grades 1-10 are screened using ClassWorks in reading and math. From this screening, identified students in grades one and two will receive one-to-one assistance thirty minutes per day, four days a week in the area of reading from trained paraprofessionals. Cook Elementary School has implemented the Reading/English Language Arts and Science Georgia Performance Standards with completed learning units. The Reading Coach, Science Coach and Study Island will be used as daily skills practice to prepare the students for the state assessment in the spring. Instruction in both reading and math is supplemented by the Classworks Software from Curriculum Advantage which students can access from their classroom and in the computer lab. The Reading Coach Software has been purchased for EIP and ESOL and will also be available in the computer lab. STAR Reading and STAR Math are also used reading and math. Identified students in grades 3-5 will receive daily intervention in the computer lab using "The Reading Coach" with the assistance of a certified paraprofessional. Math intervention will take place in a math lab utilizing scientifically based products. The funding source is Early Intervening Services from special education funds.

Units are completed with timelines and benchmark assessments. The Reading Coach, Math Coach and Study Island are used as a daily skills practice to help prepare the students for the state assessments in the spring. EdTech software is utilized to assist teachers and students in the use of technology. Instruction in reading and math is supplemented by the Classworks Software from Curriculum Advantage which students can access from their classroom and in the computer lab. The Reading Coach Software is used in the computer lab for those students who are at risk of not meeting standards. Students who are at risk of not meeting standards in math are scheduled into a connections math lab to receive additional assistance. Connections classes are also used to assist students in broadening their skills and in beginning to develop career goals. Technology, business, art, band, chorus, etc. are offered in a non-discriminatory manner. Cook High School operates a 4X4 Block Schedule. Benchmark assessment and timelines are in place to ensure access to the curriculum for

all students.

A "Pyramid of Interventions" has been implemented at the high school including daily advisor program, guided study, counselor watch, lunch study, and after-school study block. All of the interventions are directed at providing assistance to all students.

LEP students are given access to system/school-wide educational programs. When needed, students are pulled-out of a non-academic class to receive ESOL instruction to enable them to succeed in the academic and social settings of school. Middle school students receive ESOL services through co-teaching in a content class. High levels are taught in regular content classes with assistance from the ESOL teacher.

A wide array of vocational programs is available to students on a non-tracked and non-discriminatory basis. These include health occupations, business, technology, agriculture, and automotive. The health occupations and business department are already industry certified. All students will be provided with instruction on drug and safety issues in a manner appropriate to their age and in alignment with the health QCC and/or science GPS for their grade. Required materials and training will be funded through Schoolwide and local funds. Student services are provided through counselors, parent coordinators and the school social worker. These programs are supplemental to the required instructional services and are paid for with QBE and local funds. No schools for neglected or delinquent students are located in Cook County. The Cook Pre-K program is funded through the Office of School Readiness.

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.

LEA Narrative Description 14:

The following process is used if any are suspected of being homeless. The LEA designates a person who will work with the homeless children and youth in Cook County. In each school, registrars, counselors, and parent involvement coordinators have been trained to identify students enrolling who appear to be homeless. The school then notifies the county's homeless designee who in conjunction with the Cook County Department of Family and Children Services and other local agencies, will determine if the children are homeless. If they are determined to be homeless, the Cook County Inter-Agency Council will assist in providing these children and families what they need in order to make a smooth transition into the school system and the community. This Council will assist in the following: finding a place to live, food, utilities, clothing, school supplies, etc. The Title I Department will also work with the social worker to assess related needs of the homeless children and youth and plan strategies to meet those needs. If necessary, children may need to attend after-school sessions for additional assistance. Title I funds will be set aside to provide these services and any additional services that are needed for homeless children in Title I and non-Title I schools as well. In addition to state assessments, the following formative assessments may be given: Teacher-made and commercial tests
Computer generated tests from software used in the system STAR Reading/Math End of unit test OAS

Benchmarks As all are aware this is a very sensitive issue. Cook County will make every effort to make sure that these children and families are not isolated or stigmatized in any way and that they will have the same opportunities for an education as all other children in the Cook County System. Those who register students into schools will be given training each Spring on how to identify homeless children. Topics will include identification, communication, registration and enrollment, documentation, and providing support and assistance. Professional learning for all teachers and paraprofessionals at Cook Primary School and Cook Elementary School will address this issue. Each school will have a statement in its handbook providing guidance/direction to teachers in reference to not isolating or stigmatizing homeless children. The Cook County School System uses resources from http://www.serve.org/nche/states/state_resources.php to comply with requirements of the McKinney Vento Act.

Is Plan Descriptor Revised?

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

LEA Narrative Description 15:

The Adel/Cook Chamber of Commerce's Education Committee consist of community members as well as school personnel. Information regarding the Comprehensive Plan for Improving Student Academic Achievement is shared with this group. This group is also asked to give input regarding how we can improve student academic achievement. A sub-committee comprised of administrators, teachers, parents, superintendent, and curriculum directors looked more in depth at the plan. This committee has met on a regular basis to provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities. As needs assessments are developed for all Title programs including Title II-A, stakeholders are involved. Parents and community partners are identified and invited to all planning and data analysis. When actions plans are created or revised from needs assessment data, stakeholders are again invited to the meetings. Surveys are sent to parents and the community online, by students, and through civic organizations. Title I funds have hired one and 1/2 parent involvement coordinators. Our plan is that these coordinators will work together to devise activities for the year that will involve parents more in the education of their children. Coordinators have been trained in the "Parents Assuring Student Success Program." (PASS) . The PASS program will be taught twice a year, fall and spring. All parents are invited to attend. Other strategies that will involve parents are as follows:

Inviting parents to attend Parent-Teacher conferences at PTO/PTA meetings and/or open house held at schools

Offering opportunities for parent literacy training and technology training on how to help parents work with their children to improve achievement
Providing home activities to reinforce learning

Sending notices home that are in an understandable and uniform format and in a language the parents can understand.
Reporting the child's progress to the parents

Disseminating the school report card

Providing parents information on the professional certification of their child's teacher at the beginning of each school year, if requested sending timely notices to parents if their child's teacher is not highly qualified for four or more consecutive weeks

Training parents to enhance the involvement of other parents
Arranging school meetings at a variety of times, or conduct in-home conferences between parents who are unable to attend the school meetings and the teachers and other educators who work with their children

Adopting and implementing model approaches to improving parental involvement

Coordinate and integrating parental involvement programs with Head Start, Pre-K, and other private pre-school programs.

Conduct other activities, such as parent resource centers that encourage and support parents in more fully participating in the education of their children.

Educating teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs and build relationships between parents and the school.

Providing assistance to parents of participating Title I children in understanding such topics as the state's academic content and achievement standards, the assessments being used, the requirement of Title I, Part A, and how to monitor their children's progress and work with educators to improve their achievement.

Providing support to parents whose children are in violation of the system attendance policy that is mandated by the state

Establishing a district-wide parent advisory council to provide input on all matters related to parental involvement in funded programs.

Developing appropriate roles for community-based organizations and businesses in parent involvement activities.

The Parent Involvement Policy for the system and each individual school will be evaluated annually.

CLIP: All stakeholders are invited to participate in the development, review, and revision of the Comprehensive Plan for Improving Student Academic Achievement (CLIP). District level and school level committees meet for the sole purpose of the CLIP revisions. The meeting will be open for ALL parents to attend so as to provide input. Parents will be made aware of the meeting through flyers, call out announcements, posting on the website, local paper announcement and posting on individual school's marquees. For those parents unable to attend, drafts of the CLIP will be made available for review by all stakeholders through the system and school websites. Stakeholders will be made aware of the draft via the local newspaper and Back to School Paper. Announcements will also be made to parents through the call out system and flyers available during preplanning Open Houses. For those parents not having access to the internet, hardcopies of the CLIP will be made available upon parent request.

Cook County Schools' Title I Coordinator will invite parents to an annual public meeting held during each school year to participate in the design of the local educational agency plan. An annual written survey will be conducted to involve parents in the process of design, review, and improvement of the Title I Plan. The agendas and other documentation are kept on file locally. Each local school will provide opportunities for parental input as it reviews the school's plan. The School Council of each school will also review the plan. The system-wide Parent Advisory Council will meet in the fall of each year to review the system-wide parent involvement plan annually.

Parents will be involved in the planning, review and improvement of the Title I Program (including recommendations for the required 1% set aside for parent involvement), parent involvement plan/policy, parent compacts, and schoolwide plans in such ways as: Surveys, Conferences, Home Visits, PTO Meetings, School Councils. District level and school level committees meet to discuss the Title 1 program, required 1% set aside for parent involvement, parent plans/policies, parent compacts, and the schoolwide plan. The meeting will be open for ALL parents to attend so as to provide input. Parents will be made aware of the meeting through flyers, call out announcements, posting on the website, local paper announcement and posting on individual school's marquees. For those parents unable to attend, drafts of these recommendations will be made available for review by all parents through the system and school websites. Parents will be made aware of the draft via the local newspaper and Back to School Paper. Announcements will also be made to parents through the call out system and flyers available during preplanning Open Houses. Links will be available on the websites for parents to directly email the school principal or the Federal Funds Director. Parents may also call the LEA with recommendations. For those parents not having access to the internet, hardcopies of these documents will be made available upon parent request.

The Federal Funds Director meets monthly with the Parent Involvement Coordinators, System Social Worker, MEP Staff and School Counselors. During these meetings, the team plans effective parent involvement activities to improve student academic achievement and school performance. These activities are provided through Lunch and Learn. Parents make recommendations through the District Level Parent Advisory committee and School Improvement Team meetings of activities. In addition to the Lunch and Learns, individual schools provide parents with activities that will better equip them to support their student's achievement and school performance. K-5 also hold required parent conferences for each student. 6-8 provide parent night to work with at risk students. The Federal Funds Director assist with these meetings as necessary.

Cook County meets the six requirements by: Assisting parents in understanding the State's content standards, academic achievement standards, assessments, monitoring a child's progress, and working with educators. The CCGPS brochures were distributed by grade level. Letters were sent to parents informing them of their child's grade level standards, promotion policy requirements and code of conduct. Parent contacts are required Providing parents materials and training to assist their children. The parent involvement coordinators describe the workshop to the parents and tell them why they are providing it. Providing professional learning to teachers on working effectively with parents. Coordinating and integrating parental involvement programs and activities with other programs. Parental involvement programs for Title I, EIP, SST, and special education are all planned together, provide services together, and evaluate the program using the same tool. Making an effort to write materials that will be sent to parents in a user friendly language. Providing materials and resources which are available for parents to use and/or check-out. The LEA will provide professional learning to educate teachers, pupil service personnel, principals and other staff on how to work with parents. Training will be through GaDOE webinars on parent involvement. Parent representatives on School

Improvement Teams will also provide recommendations on ways to include parents as partners in their student's education.

The LEA will hold local PAC meetings three times per school year. The purpose of these meeting will be to involve parents in the planning, review and improvement of the Migrant Programe in Cook County Schools. Meetings will be held in a timely manner. The LEA will also work collaboratively with the regional and stte migrant PACS to include the local PAC. This collaboration will work to specifically address parent invovlement at the regional and state levels.

Four different needs assessments are conducted annually that gain input from all stakeholders:

- Cook County Federal Funds Needs Assessment in the spring with all teachers and administrators,
- Balanced ScoreCard surveys in the spring with parents, students, community and business partners, and all system personnel.
- Title IIA worksheet in late fall with school and system leadership teams.
- Leadership Survey in spring for all administrators.

Cook County Schools Needs Assessment Survey Process

Cook County's parent and community Needs Assessment Survey is provided online through each school's website and in paper/pencil format to all parents within the school system annually. For parents not having internet access or preferring paper/pencil, the may request the survey in that format. Parents will be made aware of the survey through the website, callout system, flyers, newspaper announcement and school marquees. The survey asks parents' opinions concerning general education, parent involvement opportunities, the migrant program, EL/ESOL services, the gifted program, special education, school nutrition, and transportation services.

Data collected from the annual Needs Assessment Survey is compiled along with student achievement data and attendance data to create a Balanced Scorecard for each school.

Administrators and teachers are provided results from the Needs Assessment Survey, and results are redelivered to parents and community stakeholders through the Balanced Scorecards.

Redelivery will be through Board of Education meetings, posting on school websites, flyers about website posting or request for hardcopies, School Improvement Meetings with parent representatives, School Council meetings, and the local newspaper.

Cook County Schools Needs Assessment Survey Timeline

Last Monday of February	Survey window opens
February/March	Schools collect parent survey responses
Last Friday of March	Survey window closes
First two weeks of April	School level data is tabulated
April 15	School level data due to Central Office
April/May	Balanced Scorecards created
June	Scorecards shared with school personnel
August/September	Scorecards shared with parents & community

From these needs assessments, prioritization of needs is developed with revision to the equity plan and system/school improvement plans. Individual schools review findings and use these findings to develop or continue goals in their school improvement plans.

Meetings with all stakeholders are held to review results of needs assessments, prioritize needs, and identify strategies in developing the action plan for the school year. Copies of the needs assessments are available in the Title IIA office and address all equity components.

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.

LEA Narrative Description 16:

Cook County Schools does not have any schools identified as Priority, Focus or Alert Schools.

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.

LEA Narrative Description 17:

Cook County Schools does not have any schools identified as Priority, Focus, or Alert Schools. Therefore, Cook County Schools will not be required to implement a Flexible Learning Program.

Is Plan Descriptor Revised?

18. Title I, Part A; Title II, Part A and Title II, Part D; Title III; IDEA

A description of how the LEA will ensure that teachers and paraprofessionals meet the highly qualified requirements in Title I section 1119, **QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS**. Description must include:

- a. Highly Qualified trend data for LEA and school
- b. Information about numbers of teachers (disaggregated by subject taught and grade level) who lack certification and who are NOT designated as highly qualified;
- c. Activities of how the LEA will develop strategies and use funds to support teachers in becoming highly qualified;
- d. The percentage of teachers and administrators who are technologically literate; the method(s) used to determine teacher and administrator technology literacy; and strategies the school system will implement to increase the percentage of teachers and administrators who are technologically literate;
- e. A description of how the LEA will certify that all teachers in any language instruction educational program for limited English proficient students that is, or will be funded under Title III, are fluent in English and any other language used for instruction, including having written and oral communication skills;

LEA Narrative Description 18:

100% of Cook County Schools' Teachers are Highly Qualified.

100% of Cook County Schools' Paraprofessionals are Highly Qualified.

For any teacher or paraprofessional who does not hold a clear renewable certificate or a remediation plan is

created with the focus of the teacher or paraprofessional obtaining a certificate as soon as possible. Remediation plans are developed at the time of hire or when a change in job assignment makes a teacher non-HiQ. These plans are developed in collaboration with the non HiQ teacher or paraprofessional, principal and the Title IIA Coordinator and are divided into three sections: approved programs that can be college degrees, one-year supervised programs, or Georgia TAPP; required GACE testing. The non-HiQ teacher or paraprofessional, the principal and Title IIA director must sign the remediation plan.

The non-HiQ teacher or paraprofessional, the principal and Title IIA director met to develop the plan. The plan must address include content area in which the teacher is not HiQ and how the teacher will meet HiQ status. This includes by GACE assessment, HOUSSE requirements, reassignments to infield area, updating certificate, special education assignment and GATAPP. After all parties have agreed to the plan and signed it, a monitoring schedule is set. All parties will meet a minimum of three times during the year to discuss progress. Once the requirements have been met, the plan will be finalized and a copy given to the Title II Director. If not met within the given time, the employee will be terminated. The possibility of this will be acknowledged in the plan.

Non-HiQ teachers or paraprofessionals are only hired in emergency cases. When a non highly-qualified teacher or paraprofessional is hired, the remediation plan is created that includes the assignment of a master mentor teacher who follows the protocol of the Successful Orientation and Retention of Teachers (SOAR) program. Requirements include organizational and behavioral checklists, observations by mentor and consultant, collaborative meeting to examine work of teachers and students and other professional learning workshops and conferences. Remediation plans are developed upon initial hire of a non certified teacher or paraprofessional. Remediation plans may also be developed if a teacher or paraprofessional's certificate expires and PSC grants a NT certificate.

The teacher or paraprofessional who does not hold a clear renewable certificate will meet with the Title IIA director and School level administrator to develop the plan. The plan must address include content area in which the teacher is not HiQ and how the teacher will meet HiQ status. This includes by GACE assessment, HOUSSE requirements, reassignments to infield area, updating certificate, special education assignment and GATAPP. After all parties have agreed to the plan and signed it, a monitoring schedule is set. All parties will meet a minimum of three times during the year to discuss progress. Once the requirements have been met, the plan will be finalized and a copy given to the Title II Director. If not met within the given time, the employee will be terminated. The possibility of this will be acknowledged in the plan.

Conferences between the teacher or paraprofessional, principal and Title IIA director are held three times per year to check on the status of the plan. The teacher or paraprofessional, principal, and Title IIA director review the plan and requirements listed. For example, if course work is required, completion of the course and course grade (transcript) will be attached to the plan. For non grade courses, certificates of completion will be attached. Should candidate require completion of certification test, scores from the test will be attached. If a score is not available, candidate must provide registration for the exam. Implementation of the plan and progress to HiQ statues or a clear renewable certificate is the responsibility of a team of teacher, mentor, school administrator and Title IIA director.

Parents are notified of the parent's "right to know" in the Back to School insert of the local newspaper and in all student handbooks. Prior to the beginning of school, each school's principal reviews the student handbook. A copy of the handbook is provided to the LEA each year. Handbooks are reviewed by the LEA (Federal Funds Director) for required sections such as "right to know." Parents return a signature page indicating that they have received the students handbook and reviewed sections that require parent signatures. The "right to know" is an area that requires an additional signature. Signature sheets are returned to homeroom/advisement teachers and kept on file by the teacher. Teachers contact parents who have not returned their signature sheet.

The Title II Director meets with school level administrators to discuss the CPI report and the process for checking the

HiQ report. The Title II Director checks the status of all teachers and paraprofessionals to determine if a teacher is Highly Qualified. The Title II Director then reviews the findings with individual school principals. If an error is found, corrections are made to the HiQ report. The superintendent then reviews the findings of the report. If a teacher is non-highly qualified, a certified letter is sent to all students' parents informing them of the status of the teacher, when he/she will become highly qualified, and what measures will be taken to assure the highly qualified status of the teacher. Letters identifying teachers as non-highly qualified are written by the school principal. A copy of the letter is placed in the teacher's personnel file and provided to the Title I and Title II Director at the LEA to keep on file.

Title III Programs:

All teachers responsible for language acquisition of LEP and Immigrant students are certified ESOL or hold ESOL Endorsement. At the present time, funds from Title II-A and Title III are being utilized to encourage other teachers to become ESOL Endorsed. The LEA will certify that all teachers of language instruction programs for limited English proficient students are fluent in English. Fluency will be demonstrated through oral and written communications. Documentation will be made through TKES walkthrough observations, formative observations, and summative observations. The LEA will have access to all observations.

Migrant Program:

The Migrant Student Service Providers both hold a post secondary degrees and one is fluent in Spanish. They work directly with schools to ensure that families understand the business of school. They make many home visits and coordinate activities between school and home.

Is Plan Descriptor Revised?

19. Professional Learning; and all federal programs

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

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

LEA Narrative Description 19:

Professional learning and student needs assessments are administered annually in the spring of each school year to determine professional learning needs for the upcoming school year. Each school will conduct the needs assessment utilizing a variety of data (e.g. test scores, teacher experience, school-wide concerns, diversity of students, parent community input) and submit results to a central level committee. School staff will be involved in the process and will have the opportunity to be included in the professional learning activities. This will enhance student learning and the professional learning of teachers and other school staff. All professional learning is aligned with the standards for "high-quality, job-embedded professional learning" and the Common Core Georgia Performance Standards, the Georgia Performance Standards or the Quality Core Curriculum.

Professional learning will: support instructional practices that are geared to challenging state content standards and create a school environment conducive to high achievement in all core subject areas for all students. support the local educational agency plans and school plans; draw on resources available under this part of the No Child Left Behind Act of 2001 and from other sources; include strategies for developing curricula and teaching methods that integrate academic, special education, and vocational instruction (including applied learning and team teaching strategies), where appropriate, include strategies for identifying

and eliminating gender, racial, and ethnic bias in instructional materials, methods, and practices. instruction in the use of assessment and how it can improve classroom practice and student learning instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents instruction in the use of technology instruction in ways to teach special needs children meet the needs of gifted and talented students, exceptional needs students, diverse background students and limited English proficient students through school, system, and regional educational agency course work utilize appropriate intervention strategies and techniques for disruptive students meet individual student needs and learning styles and ways to involve parents in their child's education provide Spanish classes for educators through RESA or the Workforce Development Center provide in-service on understanding migrant student and families provide in-service on migrant rights increase the number of teachers that have the ESOL endorsement. provide opportunities for teachers to attend the ESOL workshop in the fall at Valdosta State University Funds for Training and Incentives

Professional learning activities will be funded through monies from professional learning, Title I, and Title II-A. The activities selected will be based upon the results of the needs assessment that will most affect improvement of student learning and that is aligned with state academic standards. One Professional Learning Unit (PLU) will be offered upon completion of each ten (10) contact hours and will include additional mastery verification and/or on-the-job observations/assessments linking the professional learning to the classroom/worksites, and will be delineated in the course description as part of the culminating activities. Credit will not be awarded until all requirements (including appropriate implementation in the classroom/worksites) are satisfactorily met. Stipends may be awarded only if: There is evidence that the competencies that will be gained during the professional learning activity are aligned to a school improvement plan. There is evidence that the competencies gained have been implemented in the classroom/worksites. (On the job assessment or mastery verification). Employee is requested by administration to participate in the professional learning activity. Specific activities for the upcoming school year will be standards-based instruction with differentiation being the focus to ensure quality instruction for meeting needs of the increasing diversity of students.

Meeting Diverse Needs of Students

To prepare teachers in meeting the diverse needs of students, professional learning is a focus in the Cook County School System. In preparing for the next school year, standardized test data is disaggregated by subgroups, grade level, and teachers; student achievement gaps are identified; and results are tabulated from annual needs assessments. Upon examining this data, building leadership teams and administrative teams discuss needed professional learning and revise action plans.

Teachers have participated in professional learning on differentiation, co-teaching, and standards-based instruction. Teachers also have received professional learning on formative assessments to improve instruction. The strategies learned in these sessions are added to the Focused Walk-through observations. Walk-throughs are conducted by administrators and peer observations by teachers. Data is collected and shared with teachers at all schools. Coaching, if needed, for specific strategies is provided by curriculum directors.

All professional learning in the system is based on needs and goals of the schools and system with student achievement of all students being the number one priority. Research-based professional learning aids in increasing the achievement of diverse learners.

The LEA will provide Professional Learning opportunities to the MEP Staff and those teachers working directly with MEP students. Training may be provided through the Ga DOE MEP Region 2 Office, Cook County Schools Professional Learning Plan, and PD Now. Training will include recognizing specific needs of MEP students and how the needs can be met. Teachers will also receive training on parent conferences for MEP students.

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.

LEA Narrative Description 20:

All test data is updated as results are received in the system by the school improvement coordinators. Data is added to longitudinal charts, graphs such as gap analysis, and the Balanced ScoreCard for each school and the system. From student, parent, and employee surveys, other information is recorded and analyzed. Professional Learning Needs Assessment is given to all certified teachers in the spring of each year. The results of this needs assessment is summarized for individual schools and the entire system. An administrative retreat is held in which all data is analyzed by the system administrative team consisting of the superintendent, assistant superintendent, federal funds coordinator, professional learning coordinator, curriculum directors, and school-base administration. Strengths and weaknesses are outlined with possible professional learning solutions for weak areas. Data is summarized and analyzed to look for instructional and curricula problems that may exist. Curricula problems might stem directly from programs currently in use. Data Retreats are held at each school with the School Improvement Team. Parents are represented on these teams. Results of the data retreat are then shared with the faculty and staff of each school and the board of education. Solutions to problems are identified and school improvement plans are revised accordingly.

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.

LEA Narrative Description 21:

Principals and teachers in Cook County receive professional learning aligned with CCGPS and GPS standards. Professional learning funds are utilized for summer stipends so teachers may achieve this goal. Cook County will continue to provide professional learning in the areas of assessment for learning, standards-based classrooms, quality coaching, and professional learning communities. Professional Learning opportunities will also be provided for those needs identified in the Needs Assessment survey results.

All professional learning follows the learn, practice, discuss cycle. Monitoring of skills learned by administration will continue as the on-the-job assessment piece of quality job. Activities are supplemental and follow the guidelines of federal programs such as Title I-A and Title II-A.

Most of the drug, violence and tobacco standards are incorporated into the science and health curriculums. Specific research-based programs have been selected based on needs identified through the annual Georgia Student Health Survey II. The SRO Officers for the schools go into classrooms to provide informative programs related to safe and drug free schools. Some examples are as follows: Primary School and Elementary School – Back to school safety Bicycle Safety Bullying Child Abuse Crime Prevention Drug

Awareness What is 9-1-1? Middle and High School - Bullying Child Abuse Crime Prevention Drug Awareness Kick the Nic Habit Preventing Violence Surviving High School The Truth About Alcohol Red Ribbon Week is held for a week in the Cook County Schools around the last of October. Activities are held each day at each of the schools during this particular week.

The following drug and safety programs are also in place throughout the system and integrated into the regular curriculum by teachers: Mendez Too Good for Drugs Botvin Life Skills The Georgia Student Health Survey is given to students in Grades 6-12. Data from these instruments has been shared with teachers and administrators in meetings and with parents and the community in the Adel News Tribune. Prevention material will also be made available in other languages (i.e. Spanish).

Most professional learning programs were conducted through site-based learning or our local RESA. While most programs experienced budget restrictions on travel and professional learning outside the district, special programs such as Special Education, CTAE, and ESOL continued to participate in required professional learning activities. Because site-based professional learning focuses on school improvement goals and initiatives, we chose to make this our primary source of continuing education this year.

100% of the professional learning opportunities for FY14 were scientifically based (high quality).

100% of teachers participated in at least one high quality professional learning activity during FY14.

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.

LEA Narrative Description 22:

Each year the Federal Funds Coordinator will refer to the Non-Public School Report identify private schools in the area who serve students living Cook County Schools. In October of each year, a certified, registered letter with a specific date, time, and location of the meeting is mailed to each private school that serves a Cook County student. A response form is included as well as the Title I, Migrant, Title II-A, and Title III contact information. This letter invites private schools to participate in meaningful consultation with public school officials regarding services to students that they may have from Cook County that are failing, or most at risk of failing, the State's challenging student academic achievement standards. Private schools are also informed by letter of the professional learning opportunities that are available to them for the upcoming year. All documentation is kept on file in the office of federal funds and professional learning. Private schools interested in participating in relevant federal programs are invited to a meeting to discuss these programs. The planning meeting provides private school(s) the opportunity to participate in the design, development, and implementation of the academic program and the professional learning plan. Eligible private school students receive services on an equitable basis. Cook County also sets aside an equitable share of funds for private school professional learning activities which may include professional learning on special education issues. At the designated meeting, schools plan together for the services they need and a process for handling complaints will be discussed.

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.

LEA Narrative Description 23:

The LEA will review the CLIP with the District Level Parent Advisory Committee. Parents on the committee represent each school in the district. Each Title I School will have parents who are representative of each grade level as part of the school's leadership team for the purposes of giving input in the development of the district's CLIP and individual school's Schoolwide Plan. Individual School Councils will also be utilized as a part of the development process. The LEA and Cook Primary School, Cook Elementary School, and Cook Middle School will take the following steps to ensure all parents are informed and have opportunity to participate in the Title 1 CLIP and Schoolwide Plans.

*Meetings will be held during the spring of the school year so that parents may provide input. These meetings will be held at various times to accommodate work schedules.

*Parents will receive notifications about the meetings via email, text, Power Announcement, newspaper, website, social media, flyers from the school.

*Parents will also be given an opportunity to respond on the individual school websites with input into the CLIP and Schoolwide Plans if they did not make it to the meetings.

*Parents who do not have access to the internet can pick up a copy of the documents from the school, or we can mail them as requested.

Title I Schools will document meetings through agendas, minutes, and sign-in sheets. Each school will collect documentation of parent feedback. Title I Schools will ensure that information related to the parent involvement policy is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the spoken at home. It will be the responsibility of the building level administrator to oversee the development/review of the CLIP and Schoolwide Plan. It will be the responsibility of the LEA's Title I Director to provide technical assistance to each Title I School administrator. It will also be the Title I Director's responsibility to ensure that the CLIP and Schoolwide Plan is completed in a timely manner.

Test data will be analyzed annually. Data will be reviewed by the administrative team and through data retreats at each school. Parents will be represented during data analysis. This information will be shared with all stakeholders. Analyzing historical data will compare current progress to past performance. Evaluating CLIP goals and updating as necessary. The team will decide if changes need to be made to the plan by:

Identifying trends in specific content areas, subgroups, and other student information

Identifying system/school strengths and opportunities for growth

Comparing current implementation plan strategies for effectiveness

Revising plan as needed

Data is presented to schools with follow-up tasks such as:

Sharing results with school administrative staff and at school level meetings

Updating data rooms to provide visuals to monitor the process

Reviewing participants evaluation from professional learning activities

Analyzing of state-mandated assessment results and Student Learning Objective assessments

Reviewing of benchmarks Reviewing students grades at progress report time
Reviewing student records to determine on track status toward graduation
Monitoring teacher and paraprofessional highly qualified report inputting from schools' professional learning advisor committee
Analyzing Georgia High School Student Survey data
Reviewing AdvancED district accreditation reports and recommendations.

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.

LEA Narrative Description 24:

Title I, Part C, ESEA, Section 1304(d) requires states to give "priority for services" to migrant children: (1) who are failing, or most at risk of failing, to meeting the state's challenging state academic content standards and challenging state student academic achievement standards, and (2) whose education has been interrupted during the regular school year. Both of these conditions must exist simultaneously for a migrant child to have "priority for services." As for the availability of these services, Cook County will use the Georgia Department of Education Migrant Allocation Formula to provide additional services depending on the amount of funding by providing tutors and volunteers, when necessary. Cook County will work to ensure that the identified needs of migrant students are addressed through the supplemental services provided. The GaDOE MEP Region 2 Office will serve as resource staff to help develop the best service model depending on funds and resources available. A newsletter and other educational materials that are sent home to migrant parents and students. Monies will also be available for school supplies, immunizations, and other necessary items that migrant students might not have. Migrant funds will pay for two Student Service Providers who will work directly with the migrant students and families.

MEP students will receive a coordination of local services through:

1. Tutoring (SSPs)
2. RTI (Classroom Teacher)
3. EIP (EIP Teacher)
4. Special Education (Special Education Teacher)
5. Gifted (Gifted Teacher)
6. Speech (Speech Teacher)
7. Credit Recovery (Department Teacher)
8. Guided Study (Department Teacher)
9. Remediation Courses (Classroom Teacher)
10. Counseling (School Counselor)
11. Lunch to Learn (Counselors and Parent Involvement Coordinators)
12. LeapFrog Lab (Classroom Teacher)
13. Summer School (Classroom Teacher and SSPs)
14. Medical Services (meeting required criteria)

These services will be documented through PowerSchool, EIP forms, and other locally developed forms.

MEP students will also receive services from other local agencies based upon needs. These agencies and their services are as follows:

Behavioral Health Services of South Georgia
Cook County Division of Family and Children Services
Cook County Department of Public Health

Cook County Schools will serve P3/P4 students not enrolled in a preschool program through the Kindergarten Readiness Kit program. SSPs will make home visits every two weeks to provide support to parents on using the provide material to work with MEP students. Material will help student be prepared for kindergarten through ABC, numbers, colors, and shapes activities. SSPs will monitor growth through a pre test and post test. These tests will be used as documentation for student growth. SSPs will document P3/P4 students on their schedule and in all travel logs. Records will be kept of parent checkout of kits.

OSY and non-enrolled 21 year olds will receive English lessons via an iPOD cast. iPOD lessons will be kept for documentation and monitored by the SSPs. Progress on these lessons will be shown through a pre test and post test. SSPs will document OSY on their schedule and in all travel logs.

MEP services will be reviewed monthly. The LEA as well as GaDOE MEP Region 2 Office staff will observe and evaluate IP implementations using GaDOE evaluation forms. Completed evaluations will be shared between the LEA and GaDOE MEP Region 2 Office staff .

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.

LEA Narrative Description 25:

Cook County Schools will use as part of its registration process the Occupational Survey. Those surveys that the school staff feels may relate to migrant students are sent to the GaDOE MEP Region 2 Office for review and approval. Cook County Schools will promote interstate and intrastate coordination by providing for educational continuity through the timely transfer of pertinent school records (including health information) when children move from one school to another, whether or not the move occurs during the regular school year. The timely transfer of student records is an effective means of reducing the effects of educational disruption on migrant students. It enables school officials to make appropriate decisions regarding a student's enrollment in school, grade placement, and academic plan (including, but not limited to, credit accrual and exchange). Cook County Schools will request the records of eligible migrant children who arrive in the district and will transmit records of those migrant children who move out of the district to another location in a timely manner. To assure transmission of records occur in a timely manner, Cook County Schools will the use The Migrant Student Information Exchange (MSIX) to share educational and health information on migrant children who travel from State to State and who as a result, have student records in multiple States' information systems. Guidance Counselors, Registrars, and Student Service Providers will do the online training to become registered users of MSIX . Student records will be accessed through the exchange system to ensure the appropriate enrollment, placement, and reward of credits for migrant children. SIS will be used to record migrant student demographic, educational and health data. This information can then be shared electronically. If schools have difficulty getting information from previous schools on migrant students, GaDOE MEP Region 2 Office will assist in getting this transfer information, birth certificate,

immunization, etc. to prevent the student's education from being interrupted.

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.

LEA Narrative Description 26:

See attachment :The Local Identification and Recruitment Plan

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.

LEA Narrative Description 27:

All activities/programs identified for possible integration into the Cook County educational program are researched for effects on student achievement. Committees meet as needed to adopt instructional materials, discuss and plan strategies based on student achievement data, or evaluate adopted programs or strategies. Best Practices methods are used in the evaluation of programs and strategies. All action-research projects must be submitted with a plan to address student achievement. The plan must include an assessment/evaluation component to be used if implemented. The evaluation plan must include specific goals/objectives, benchmarks/evidence that goals are being met, tools used to evaluate the goals, responsible person, and timeline. If implemented, evaluation results and information are shared with schools in and out of the system through email, school and system improvement meetings, and content consortium meetings. If the initial plan is approved, assessment results are turned in annually to the curriculum directors. Stipends are paid to participants of curriculum meetings if participants are off-contract. Hiring of substitutes enables participants to have release time when necessary. Funding for these activities is Title I, Title II-A, Title III, Title VI and Professional Learning.

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.

LEA Narrative Description 28:

The mission of the Cook County School technology department is to provide professional development opportunities, access to technical assistance, and support for collaborative interaction that allows and encourages educators throughout the school system. The department will provide all students with opportunities that encourage maximum potential for academic excellence, productive citizenship, and a love of learning. By using technologies as teaching and learning tools and integrating them into the instructional

curriculum, which is based on Common Core Georgia Performance Standards and Georgia Performance Standards (CCGPS/GPS) the quality of student learning activities will be expanded and enhanced to make them more effective. Technology should provide a vehicle for enhancing individualization and delivery of instruction. Our vision for the uses of technology to support school curriculum and student achievement include access to technology and the internet, access to effective and engaging software, and continuous professional development. All students and teachers have access to modern technology and each classroom is connected to the internet. In an effort to implement a 1:1 environment, wireless access will become an integrated part of a more stable and manageable infrastructure. Even though there is a variety of effective and engaging software available at each school, there is an increasing need to fund on-line resources. Future purchasing will support the curriculum, enhance CCGPS/GPS integration, and achieve school improvement goals established by each school. Through the use of various technologies, students become cooperative problem solvers, take responsibility for their own learning, and share ideas and resources with others. Technologies extend and enhance ongoing control of the learning environment and allow students to develop skills at their own pace, build self-esteem, and develop at personalized learning plan. With this success, we can provide limitless opportunities to increase student achievement. There are numerous professional development opportunities available for the faculty, staff, and administrators at each school. These include summer professional development courses, internet on-line courses and other reference links, distance learning, and RESA professional development courses.

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.

LEA Narrative Description 29:

Cook County Schools will continue to financially support the technology program by using the following funding sources: Local Technology Funds, Local Money, Title I, Title II-A, Title II-D, Title VI, Connections for Classroom Grant, Special Education Funds, Professional Learning Funds, and E-Rate. Cook County Schools has a highly qualified technology staff to provide technical support. The Technology Director, along with three technology specialists, provides the technical support that is needed. In each school, personnel who are assigned to the computer labs provide instructional support as well as technical support. For further information, please refer to the Technology Plan.

Is Plan Descriptor Revised?

30. Title II, Part D

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.

LEA Narrative Description 30:

The vision of Cook County Schools for the uses of technology to support school curriculum and student achievement include access to modern technology and the internet, access to effective and engaging software, and continuous professional development. An on-line survey is given to teachers, parents and community to see what extent they use technology and provide feedback on the technology currently provided by Cook County Schools. All technology grants require monitoring through observation and a checklist. Attached is

the technology plan.

Is Plan Descriptor Revised?

31. Title II, Part D

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).

LEA Narrative Description 31:

Cook County Schools will utilize innovative strategies for the delivery of specialized or rigorous academic courses and curricula by providing funding through Title I, Title II-A, and Title VI. Cook County will also apply for technology funds using the competitive grants. Some of these innovative strategies are as follows: Support initiatives that enable school personnel and administrators to integrate technology effectively into curriculum and instruction that are aligned with state standards, through such means as high-quality professional development programs. Enhance ongoing professional development for teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means. Support the development and use of electronic networks and other innovative methods, such as distance learning, to provide specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly to those in geographically isolated regions. Support local efforts to use technology to promote parent and family involvement in education and to enhance communication among students, parents, teachers, principals, and administrators. Support the rigorous evaluation of programs particularly regarding the impact of these programs on student academic achievement, and ensure that the results are widely accessible through electronic means. Develop strategies for improving student academic achievement through the effective use of technology in classrooms, including improving the capacity of teachers to integrate technology into curricula and instruction. On-going professional learning activities will be held to ensure this is being done. The technology department will continue in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access of technology to students (particularly disadvantaged students) and teachers. Ensure that technology funds are spent on ongoing, sustained, and intensive high-quality professional development. For more information, please refer to Attachment: Technology Grant for Cook County Schools for July 1, 2012- June 30, 2015

Is Plan Descriptor Revised?