
LEA Consolidated Application

District Code: 641 **District Name:** Dade County
Fiscal Year: 2016

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.

Is Plan Descriptor Revised?

Process:

Dade County Schools (DCS) assess student achievement results by collecting data from various sources and on multiple student designations. Using the State Longitudinal Data System (SLDS), data are pulled for students in each of the following categories - all students, homeless, migrant, English Language Learners, students with disabilities, and economically disadvantaged students. Data is taken from various sources shown below and analyzed. The data is disaggregated and areas of concern are identified by the district level leadership team composed of the Superintendent, Testing Coordinator and Graduation Coach, Special Education and Special Programs Director, Principals, Associate Superintendent and Title I Director, and School Nutrition Director. Stakeholders will be involved in the needs assessment process through Title I parent involvement meetings, special education stakeholder meetings, school leadership team meetings, school council meetings, community service agencies, and superintendent advisory council meetings. Goals are established and strategies with action plans are initiated. Each of our schools follows the same process in utilizing their leadership teams in the preparation of a unique School Improvement Plan (SIP). This plan follows the framework of Georgia School Keys and these plans coupled with the district level goals are used to determine the areas that would best apply to federal funding application.

Sources of Data Used During the Needs Assessment:

The following Sources of data are collected and analyzed for determining student academic needs and system goals:

- Student Data from the State Longitudinal Data System
- Criterion Reference Competency Test (CRCT) results for grades 3-8 (2014 and prior) in Reading, English Language Arts, Science, Social Studies and Mathematics
- End of Grade (EOG) Georgia Milestones results for grade 3-8 (2015 and thereafter) in English Language Arts, Science, Social Studies, and Mathematics
- End of Course Test (EOCT) for grades 9-12 for content areas in 9th Grade Literature and Composition, American Literature and Composition, U S History, Economics, Biology, Physical Science, Coordinate Algebra, and Analytical Geometry (2014 and prior)
- End of Course (EOC) Georgia Milestones results for grades 9-12 in same courses reflected in the prior bullet (2015 and thereafter)
- Student Learning Objective Data for Non-Tested Students
- Professional Standards Commission website is used to gather highly qualified (HQ) teacher and HQ paraprofessional status, average number of years teaching experience, and equity data.
- College and Career Readiness Performance Index (CCRPI) for each school
- State databases for tracking teacher retention rates, graduation rates, and assessment data used to determine CCRPI scores.
- PowerSchool Reports and FTE reports for determining class size data and attendance data for each school/district
- TKES Teacher and LKES Leader Effective Measures
- Title II-A Needs Assessment survey data from stakeholders from each school and the community that include teachers, paraprofessionals, administrators, students, community members, and parents. Results of this survey data are used in setting system goals.
- Human Resource Data collected by the HR Department and building level principals to identify possible areas for recruitment. Vacancies are posted on the Teach Georgia website and job descriptions have been developed for all positions. After review of applications for each position, an interview pool is selected, each candidate is interviewed by an interview panel, a recommendation is made by the appropriate principal or supervisor based on the interview scores, and then the superintendent makes the final recommendation to the board.

Data Analysis

The student achievement goals that have been established in each of our schools are tied to the review of CRCT and EOCT scores. Dade County will analyze the data for the SY2015 State Assessments (Georgia milestones) when it is received. CRCT scores in all tested subjects for grades 3 through 8 indicate that Dade County continues to fall just short of the state average in the “meet plus exceeds category” in each of the core academic subjects. Because of Title I support, CRCT assessments show that Davis Elementary is now equal to or greater than the state averages in all areas except ELA and Dade Elementary has made progress, but still remains below the state average on CRCT assessments in ELA, Reading, and Social Studies. Continued progress is hoped for, but the End of Grade test will be the source of new data regarding Georgia standard achievement. EOCT scores for Dade County High

School are equal to or greater than the state average in the “meets plus exceeds” categories in the subject areas of American Literature and Composition, Biology, and Physical Science. The scores in the subject areas of 9th Grade Literature and Composition, Analytic Geometry, Coordinate Algebra, Economics Business Free Enterprise, and US History still fall short of the state average. Student Learning Objectives data for 2014-2015 indicate that students are exhibiting expected or high growth in most areas, except in 3rd Grade (all areas) and limited math and ELA classes. The CCRPI score for our district in FY2014 was 74.4, and for Dade and Davis Elementary Schools, Dade Middle School, and Dade High School 79.5, 86, 66.9, and 67.6 respectively. While the middle and high school scores dropped, Dade and Davis improved. None of our schools have Focus or Priority improvement designations.

The 2013-2014 data shows 100% of both teachers and paraprofessionals employed by the system were Highly Qualified. Percentages of teachers at each school falling in the equal to or greater than three years teaching experience level are 93.78% DCHS, 93.99% DMS, 100% DES, and 95.84% at Davis. The annual teacher retention rate for 2012-2013 was 90% at DCHS, 90% at DMS, 94% at DES, and 96% at Davis. The retention rate for the system has been consistent at approximately equal to or greater than 89% for the last several years. Recruiting and retaining highly qualified math teachers at the middle and high school level continues to be an area of concern for the district.

The following will be provided to meet the diverse needs of the students: ESOL training, Special Education training, differentiated instruction, standards based instruction training, and training in the RTI procedures and best practices.

Class Size Equity is monitored and maintained through the annual Title I Comparability report which ensures that no Title I school has a higher teacher-pupil ratio than non-Title I schools. The Dade County School System meets state guidelines for class size equity. The needs assessment shows that the schools have maintained an appropriate class size in all classrooms including classrooms that serve SWD, ESOL, ED, and minority students.

Based on data, the system focus will be on improving core instruction and the implementation of the new CCGPS curriculum using academic coaches. There will be an emphasis on increasing the rigor in classes in anticipation of the new Georgia Milestones. Academic coaches are needed to drive professional learning that will improve teacher focus on RTI, standards based classroom frameworks, developing common and formative assessments, and overall universal design for learning in the classroom environment with emphasis on differentiation. They will also aid the teachers in understanding how to access, analyze, and then use the data to drive the instruction in their classrooms, as well as monitor student progress. Based on the data, the area of greatest needs still lies in the areas of mathematics with numeracy skill mastery and in literacy mastery across our curriculum. Our elementary schools have set cautious targets, projecting growth in all areas, but knowing full well that the Milestones will be far more rigorous than the CRCTs and significant performance drops are expected across the state.

Teachers will meet the diverse needs of students through collaborative data disaggregation to target student and/or instructional weaknesses, administrative observations with specific and timely feedback through the TKES TLE platform, GAPSS review observations and recommendations, ESOL training, special education training, differentiated instruction, and standards based instruction training. Meeting the diverse needs of students will be evaluated through student achievement and monitoring, parent and community involvement will also be a main focus in meeting the needs of students.

Priorities/Goals

1. Close the achievement gap of students with disabilities and economically disadvantaged students through the RTI program that provides multiple research-based strategies and interventions.
2. Provide standards based professional development for all new certificated personnel to increase student achievement.
3. Address math, ELA, and reading instruction at all levels.
4. Increase the Graduation Rate while reducing the number of dropouts.
5. Recruit and retain Highly Qualified teachers.
6. Provide parent involvement opportunities at all schools.
7. Build Technology skills and integrate them into instruction through the use of the SLDS.

In keeping with the requirements for identifying homeless students, Dade County Schools will identify and verify all such students. Academic needs of these students will be met through all regular and supplemental programs provided in our system, and Title I funds set aside for homeless students will be utilized to meet the needs of any found lacking.

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;

Is Plan Descriptor Revised?

Both summative and formative assessments are an integral part of the Dade County School classroom instruction and student achievement monitoring protocol. Summative state assessments will include the new Georgia Milestones, Student Learning Objectives, and Student Growth Percentile measures. The Georgia Milestones provide for the End of Grade (EOG) test in grades 3 through 8 for language arts, mathematics, science, and social studies. The Georgia Milestones also provide for End of Course (EOC) Tests at the high school level and include the courses: 9th Grade Literature and Composition, American Literature and Composition, Coordinate Algebra, Analytic Geometry, Physical Science, Biology, United States History, and Economics. These tests are used to determine what a student knows in regards to Common Core Georgia Performance Standards (CCGPS). The GHSWT is no longer required for students entering high school, but is still available for those students who entered high school in the Fall 2010 but failed to pass all or any academic discipline measured by the assessment. The GHSWT will be required of those students who entered high school in the Fall of 2011, but will not be required of students who entered high school after that time.

Formative assessments help teachers to make instructional decisions throughout the year regarding flexible grouping or individualized instruction. Teachers use teacher made tests, textbook tests, rubrics, and diagnostic tests to identify the areas in which students need additional work. Dibels, AIMS web, V-Math Live, Ticket to Read, Scoot Pad, and ALEKS are all web-based programs that are used to identify elementary students with literacy or numeracy difficulties at the elementary level. AIMS web is used to determine problems of at-risk students. Each of these assessment/instruction tools are standards aligned, leveled, and provide differentiated instructional and assessment pieces. The design cycle of the web-based tools is of the logic to assess, instruct, reassess, move on or remediate, reassess...until mastery is achieved.

The Online Assessment System (OAS) is used throughout the year to benchmark standard mastery for grades 4-12. The OAS generated test questions utilize selected responses, constructed response, and extended response items and serve as both a formative and summative assessment resource, as well as, practice for students in taking the state assessments. Dade County High School benchmarks every nine weeks using either the OAS or teacher created assessments. OAS will also be used in grades 4 through 8, with 2 district benchmarks given during the year for each grade level. The beginning and end of year Student Learning objectives (SLO) with 1 mid-year OAS benchmark will be used for grades K through 3 assessments. GKIDS data will be used for assessing Kindergarten as well.

Through the system wide implementation of the Teacher Keys Evaluation System (TKES), a student growth measure will be attained as well as a Teacher Effectiveness measure. This student growth data will be generated using the state assessments for tested subjects and SLOs for non-tested subjects. This information will be reported to stakeholders through report cards, newsletters, phone calls, emails, websites, and newspaper articles.

The Home language survey provided by the GaDOE is used for the initial screening for other language students.

A student residency questionnaire (homeless survey) and a parent occupational survey (migrant survey) are also provided to families annually. All of these are included as part of the initial registration of students as they enter the system. These students are assessed with the previously mentioned instruments. A W-APT is utilized to screen for eligibility for ESOL services and ACCESS is used to measure progress toward English Proficiency.

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.

Is Plan Descriptor Revised?

Dade County will participate in the National Assessment of Educational Progress in 4th and 8th grade reading and mathematics if selected to do so. The information compiled from the NAEP assessment will be used along with other assessment data in making decisions for improving instructional practices. The participating school will use the data in the schools needs assessment process. The primary goals are to measure the current status of the educational attainments of students and to report long-term trends. NAEP offers results regarding subject-matter achievement, instructional experiences, and school environment for grade levels and subgroups.

4. Title II, Part D; E-Rate

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

The Dade County School System believes technology is a necessary component for communication in the 21 st Century. Technology is a tool that can strengthen communication between stakeholder groups and strengthen teaching and learning in the classroom.	
Component	The Dade County School System will:
<i>a. Communication/ Marketing</i>	<ol style="list-style-type: none"> 1. provide parent access to student assessment data through the system website. 2. provide teacher and administrator email addresses to encourage communication between schools and parents/community members 3. post the system's mission and vision on the system website. 4. promote the technology available to parents in each parent resource room. 5. provide parent access to student nutrition account balances and online bill pay for student nutrition accounts. 6. post informational and achievement articles in the local newspapers on a regular basis.

	<p>7. showcase student and teacher achievements through website postings.</p> <p>8. encourage teacher and parent communication through emails, teacher/school websites, newsletters, and phone calls.</p> <p>9. post grade level curriculum benchmarks and scheduled testing dates for summative and formative assessments on the system website.</p> <p>10. provide resource links to all stakeholders on the system website.</p> <p>11. schedule two parent/teacher conference dates per year.</p> <p>12. utilize stakeholder perception surveys to assess system and school climate.</p> <p>13. post student, teacher, and conduct handbooks and board policies on the system website.</p> <p>14. Provide opportunities for stakeholders to volunteer in schools and be recognized through special events.</p> <p>15. provide school calendars on the system website that list important school year dates.</p> <p>16. allow community websites to use the system web address as an active link to further school information.</p> <p>17. rotate school council members to allow for more parent and business representation.</p> <p>18. invite parents and business members to attend faculty meetings and serve on district and school level leadership teams.</p> <p>19. be active in community organizations and groups.</p> <p>20. provide stakeholder access to state and local board of education policies through the system and eboard website.</p>
<p><i>b. Integration/ coordination with long-range planning initiatives</i></p>	<p>The Dade County School System has a Technology Team that is representative of all stakeholders. The team consists of the Technology Director, Federal Programs Director, Special Education Director, Media Specialists, Classroom Teachers, Technology Specialists, Technology Coordinator, Administrators, Curriculum Director, and Superintendent. . The team meets regularly to collaborate and coordinate goals and benchmarks with available resources.</p>

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.

Is Plan Descriptor Revised?

The school system uses disaggregated data from multiple sources to identify all students not meeting standards or at-risk of not meeting standards. Data from all state mandated tests, the Online Assessment System - (OAS) soon to be replaced by the SLDS GOFAR system, Dibels, AIMS Webb, and common teacher assessments are used. Other assessments, such as rubrics and teacher-made tests, are frequently used to progress monitor students on state standards. Intervention strategies provided will be based upon individual student need and will provide additional educational assistance in meeting standards.

Title I funds and Early Intervention Program services are used to reduce class size in target grades in each elementary school and support small group instruction as well as provide academic coaches to lead teachers in using interventions and best instructional practices.

Augmented services are also provided to meet the needs of identified students in reading and math.

A certified ESOL teacher is in each school to provide services for qualifying students.

Classroom teachers use data from assessments to provide flexible grouping and differentiated instructions for meeting student academic needs.

The middle school uses Skills for Adolescents (SFA) classes to target students with additional assistance toward meeting standards.

Parent volunteers and paraprofessionals provide extra help for students.

The Alternative School maintains a low teacher-student ratio to provide students who are having academic difficulties an opportunity to get back on track. Odyssey Ware, a computer web-based program, is used in the A-School and provides academic core class instruction and an opportunity for credit recovery to help students

graduate on time. The Credit Recovery program is also used to help students who need additional support for completing required course work.

Students with disabilities are provided services through the inclusion model, support services and extended school year services.

The counselors and others provide assistance to teachers, students, and parents in tracking attendance and behavioral issues that are barriers to learning. The use of PowerSchool, the Student Information System, affords each group the same means for such tracking.

Classroom teachers use strategies such as peer tutoring and study partners to help struggling students.

Parent meetings are used to provide parents strategies in helping students at home. Teacher websites provide information to parents and students about instructional standards and resources for practice. School newsletters and monthly "Principal's Corner" articles in the local paper provide the reader such information as well.

Students have access to online resources for extra practice at home. Online resources include ALEKS, V-Math Live, AIMSWEB, Scoot Pad, and Ticket to Read.

After the completion of the home language survey and students are identified as ESOL, translators are provided for parents as needed. This is also provided for the families of students who are identified as migrant.

The Dade County School District provides multiple ways for teachers to use technology to promote their students' learning and achievement. Classrooms in the district have at least one modern Internet connected computer connected to a ceiling mounted DLP projector, a Promethean board, and a three in one (scan, copy, print) printer to enable teachers to provide technology access to all students simultaneously. Each school also has multiple general purpose labs and mobile labs for checkout which teachers can use to allow students to access software and Internet resources in a one to one computing environment.

Teachers and students have access to a virtualized file server hosted on our VMWare Cube. Teachers and students also have access to teacher web pages which are available 24 hours a day, seven days a week. Teachers can post information, assignments, student work, podcasts, video podcasts, wikis, blogs, threaded discussions and other items on their web pages. Teachers can control who sees each item and when each item appears to end users.

Support Learning Classes are used to remediate in Math classes at the high school level. A student may enroll in Georgia Virtual School or be assigned a seat in Odyssey Ware, both of which are used for remediation, enrichment, or credit recovery. My Skills Tutor, an on line intervention, is used by the middle school to assess each student's math proficiency skills, and prescribe enrichment, review, or remediation support. Timed Repetitive Quizzes through the Chem 21 program is utilized at the middle school for individualized prescribed remediation as well as the use of those resources tied to the math series. The elementary schools use V-Math Live, the Go Math program, Scoot Pad, and Grab and Go math kits for small group flexibility and center learning. They also use the SOAR to Success program for those students who have very limited skills where

each lesson provides remedial support. Davis also uses ALEKS for remediation.

Academy time is planned during the time that students and teachers are waiting on buses to arrive at our elementary schools and is used for both remediation and enrichment.

After school tutoring is provided as additional support for targeted students.

Before and after school tutoring is provided at Dade Middle along with summer enrichment programs. Through the 21st Century Community Learning Centers Program with Lookout Mountain Community Services as fiscal agent, after school tutoring for enrichment or remediation, depending on need, is available for all students who wish to participate and transportation is made available to them.

A special task force is being implemented to address the achievement gap of special education students and Economically Disadvantaged students.

The RTI tiered instruction is being implemented at each school to address the needs of at risk students.

Professional learning for teachers is being implemented to help them understand students of poverty.

Identified migrant and homeless students are also provided the additional support in all academic areas.

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.

Is Plan Descriptor Revised?

Schools develop their Balanced Scorecard/School Improvement Plan and identify appropriate professional development activities to support their targets. A Professional Learning Plan is prepared at each school and submitted to the Title II Director and is expressive of the school needs assessment. All schools are engaged in practices and professional development that involve extended activities: specific in-service days, collaborative team meetings within individual schools, online staff development programs, system-wide workshops, job-embedded professional development during the workday, and programs involving Dalton State Educational Technology Training Center, GaDOE, and Northwest Georgia RESA.

Professional development opportunities are conducted regularly for teachers and administrative staff in content and pedagogical areas, especially in the areas of math and language arts. Interested teachers are offered opportunities for certification in gifted education through courses offered by NWGA RESA. Staff members

also will participate in online staff development through PD360.

The Dade County School System ensures that funds are spent on scientifically and/or evidence-based practices and products for all programs including the purchase of technology and technology tools. Professional learning activities focus on programs and materials selection as well as providing general leadership to teachers and other school personnel for implementing scientifically based practices. RESA and the GaDOE provide School Improvement Specialists who work with the system and individual schools with identifying and implementing research-based best practices. School improvement teams and the system leadership team identify areas of weakness and evaluate effective schools research to identify programs, materials, and training that are effective and reliable according to standards-based research. Preference shall be given to those activities that provide ongoing support and that provide an opportunity to implement, review, revise, and retrain. The redelivery model is used to train teachers and administrators.

System-wide professional development in the areas of reading, reading readiness, writing, writing readiness, math, math readiness, the new Georgia math curriculum, and classroom management is coordinated by the central office.

Funding sources for professional development include a variety of sources. Professional development is supported by Title I, Title II, Title IV, and local funds. Funding for the two technology specialists who conduct some of the professional development derives from state and local funds.

The following Instructional Goals have been established and include goals to address the purchasing of technology, available technology tools, distance learning opportunities, and professional learning for teachers, administrators, pupil services personnel, any other staff, and parents.

Instructional Goals

<u>Instructional Goal 1</u>	Provide modern classroom technology for all teachers and students including presentation equipment, computers, and appropriate peripherals for instructional use and increased student engagement.			
Goal	Benchmark	Evaluation Plan	Budget	Responsibility List
All students and teachers will consistently have access to educational videos, Internet resources, and instructional presentations in a	By the end of the 2014-2015 school year, all regular classrooms and special education resource rooms will have at least 5 modern, Internet connected computers. One of which will have external	GA Department of Education Technology Survey results	SPLOST funding – 90% School and district budgets –	Director of Technology

<p>large, clearly visible format in classrooms.</p>	<p>speakers, a ceiling mounted projector, and a VCR connected to the projector.</p> <p>Elementary classrooms and special education resource rooms will have at least 10 modern, Internet connected computers.</p> <p>In subsequent years, at least 95% of classrooms will continue to have this equipment in working order.</p>		<p>10%</p> <p>Estimated Cost - \$75,000/annually</p>	
<p>Each school will have at least 1 all-purpose computer lab per 200 students for teachers to use with classes as needed in a one to one computing environment.</p>	<p>By the end of the 2015-2016 school year, each school will have enough computer labs in the media center and other locations to achieve the 1 lab per 200 students ratio.</p>	<p>GA Dept. of Ed. Annual Technology Survey results</p>	<p>SPLOST funds – 80%</p> <p>District and school budgets – 10%</p> <p>Title I – 10%</p> <p>Estimated Cost - \$50,000/annually</p>	<p>Director of Technology</p> <p>School Principals</p>
<p>Students will have increased</p>	<p>By the end of the 2014-2015 school year, each</p>	<p>GA Dept. of Ed. Annual</p>	<p>SPLOST funds – 80%</p>	<p>Director of Technology</p>

access to computers to ensure online assessments like OAS and PARCC are manageable.	school will have enough portable computers or computer equivalents to take online PARCC assessments. This could take the form of mobile labs, thin/virtual client labs, or tablet based solutions.	Technology Survey results	District and school budgets – 20% Estimated Cost - \$65,000/annually	School Principals
Each student at the high school level will continue to receive a gmail account that has access to storage and Google Apps	All students had access by the end of 2012-13 school year. This will continue for the 2014-15 school year.	Email statistics from google	N/A	Network Administrator
Each school will have at least 1 modern computer per 1 students.	By the end of the 2015-2016 school year, each school will achieve the ratio of 1:1 students per modern computer or less. In subsequent years, computers will be replaced according to a district schedule to maintain the 1:1 ratio.	GA Dept. of Ed. Annual Technology Survey Results	SPLOST funds – 80% District and school budgets – 15% Title I funds – 5% Estimated Cost - \$150,000/annually	Director of Technology
<u>Instructional Goal 2</u>	All students will have access to appropriate software and web resources to increase student engagement and achievement.			
Evaluate, implement, and utilize	Schools will be encouraged to actively seek out research-based	Annual district inventory of software and	SPLOST funds – 75%	Network Administrator

<p>appropriate instructional software and web resources for all students.</p>	<p>interventions that meet their students' needs. These resources will be tied to student learning and will be used to close gaps and differentiate instruction.</p>	<p>web subscriptions at each school.</p>	<p>District and school budgets – 15%</p> <p>Title I funds – 5%</p> <p>IDEA Flow Through Funds – 5%</p> <p>Estimated Cost - \$75,000/annually</p>	
<p>Maintain a web resource to provide formative and summative benchmark assessments for students in grades K -12.</p>	<p>Annually, the district will assess all students in grades K-12 on benchmarks using a web resource to compile data and provide reports to administrators and teachers.</p> <p>Starting 2014-15 this testing will take place on the Georgia OAS and GOFAR system.</p> <p>The district will work to establish horizontal and vertical alignment when appropriate.</p>	<p>Assessment system reports.</p>	<p>SPLOST funds – 25%</p> <p>District and school budgets – 25%</p> <p>Title I funds – 25%</p> <p>Title II funds – 25%</p> <p>Estimated cost - \$10,000/annually</p>	<p>Network Administrator</p>
<p><u>Instructional Goal 3</u></p>	<p>The district will leverage technology resources to offer all eligible students credit recovery, advanced placement courses, and courseware for students in an alternative setting.</p>			

<p>Evaluate and implement appropriate hardware and software at Dade Middle School and Dade County High School to offer credit recovery, advanced placement (GA Virtual School and/or Odysseyware), and courseware for students in the alternative school.</p>	<p>In 2014-15 and beyond, all eligible students will continue to have access to credit recovery, advanced placement, and/or alternative school courseware.</p>	<p>GA Dept. of Ed. Annual Technology Survey</p> <p>District level survey of software and web based resources</p>	<p>District and school budgets – 100%</p>	<p>Director of Technology</p> <p>Middle and High School Principals</p>
<p><u>Instructional Goal 4</u></p>	<p>All students in the SWD subgroup will have increased access to technology resources to improve student achievement among this subgroup.</p>			
<p>Implement more computers or computer equivalents, appropriate peripherals, and software/web resources in special education classrooms.</p>	<p>By the end of the 2015-2016 school year, special education students will have access to computers on a 1:1 ratio, 1 peripheral device per 3 students (i.e. iPad or Tablet), and a variety of software based</p>	<p>GA Dept. of Ed Technology Survey results</p> <p>Annual district level inventory of software and web resources</p>	<p>Splost funds – 80%</p> <p>IDEA Flow Through Funds – 10%</p> <p>District and school budgets – 10%</p> <p>Estimated cost - \$60,000/annually</p>	<p>Director of Special Education</p>

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Administrative Goals

<u>Administrative Goal 1</u>	The district will maintain a computerized Student Information System (SIS) to keep demographic, attendance, discipline, scheduling, and other student data efficiently and accurately.			
Strategies	Benchmark	Evaluation Method	Funding	Person Responsible
Evaluate and SIS alternatives to ensure fair pricing and an optimal feature set.	Ongoing	A committee will review offerings from multiple vendors and make recommendations to the BoE	*Possible sources SPLOST funds – 100% one time cost Title II funds – 25% District and school budgets – 75% Estimated cost - \$45,000 one time \$15,000/annually	Technology Director
<u>Administrative Goal 2</u>	District personnel will have access to telephone access in all classrooms and offices to facilitate communication between district personnel, parents, vendors, and other stakeholders. School level and district administrators, technology staff, and maintenance staff will have cellular phones to facilitate			

	communication when they travel between schools and outside the district.			
Maintain the analogue phone lines and VOIP phone system in all schools and the district office.	Each school year, schools and the district office will experience less than 1% phone system downtime.	Technology work tickets. District level balanced score card.	SPLOST funds – 10% ERate funds for telecommunications – 90% Estimated cost - \$50,000/annually	Director of Technology
Improve current infrastructure to prolong current Mitel system life. The goal is to develop an ERate funded replacement plan for the year 2016	End of 2016	District level financial records	ERate funds for telecommunications – 90% District and school budgets – 10% Estimated cost - \$200,000 (for infrastructure)	Director of Technology
<u>Administrative Goal 3</u>	The district will upgrade security cameras in all schools and at the BOE and on all school buses to protect district assets and reduce discipline incidents in these locations.			
Replace all closed circuit cameras district-wide with high resolution, network-based cameras/NVRs starting in 2013 and ending in	DCHS and DES are complete. By the end of the 2014-15 school year, DMS and Davis will be online and fully integrated.	Technology work tickets School Discipline referral records	SPLOST funds – 100% Estimated cost - \$500,000 over 2 years.	Director of Technology

2015				
Replace/Upgrade video surveillance equipment at the high school and one additional site within the next three years.	High School completed by 2013 Second site by 2014	Evidence of bid process and completed contracts.	SPLOST funds – 100% Estimated cost - \$60,000-\$100,000 for each project	Director of Technology and Superintendent of schools
<u>Administrative Goal 4</u>	Investigate a records archiving solution that will reduce paper consumption and allow for appropriate storage and access to county office records.			
Fully implement an archiving solution to transfer paper records to a data warehouse according to state and local retention policies.	The goal of DCSS is to have some SoftDocs (document management software/hardware in place and in operation by the end of 2015.		SPLOST funds – 100%	Technology Director and Associate Superintendent

Parent/Community Use Goals

<u>Parent & Community Use Goal 1</u>	The district will maintain appropriate hardware and software to create and store all food service transactions, including providing parent access to their child’s lunch account.			
Strategies	Benchmark	Evaluation Plan	Budget	Responsibility List
Maintain food service servers,	Annually, each school cafeteria	Technology	N/A	Director of School

workstations, and parent access in all schools.	will experience less than 1% downtime.	work tickets		Nutrition
<u>Parent & Community Use Goal 2</u>	Each school will increase parent involvement in their child's education and using available technologies.			
Staff members will increase use of SchoolCast, district/school websites, and explore the use of social media for increasing parent involvement and stakeholder engagement.	Each school year the district will reevaluate the use of these technologies to ensure that their use is growing and reaching their intended targets.	SchoolCast logs, hit counts from school and county pages.	N/A	Director of Federal Programs

System Readiness

<u>System Readiness Goal 1</u>	All teachers will participate in ongoing, job embedded professional development on integrating technology in the curriculum to increase student achievement.			
Strategies	Benchmark	Evaluation Plan	Budget	Responsibility List
Teachers will use appropriate	Teachers will increase their	Standards based classroom walk	N/A	Director of Federal

<p>instructional software and web resources with students consistently and pervasively.</p>	<p>technology use in the classroom as evidenced by their lesson plans and documentation from online resources.</p>	<p>through results. Usage logs for online interventions, and lesson plan analysis.</p>		<p>Programs Principals</p>
<p>Provide professional development opportunities to all teachers and administrators. Opportunities include but are not limited to:</p> <ul style="list-style-type: none"> - subscriptions to web based technology training resources - attending local, state, and national educational technology conferences - attending classes at RESA and ETC - training conducted by district Technology Specialists 	<p>By the end of the 2014-2015 school year, teachers and administrators will participate in at least 3 technology training events. For the most part, these opportunities will take place at individual schools.</p>	<p>District level Professional Development records</p>	<p>Title II funds – 80%</p> <p>District and school budgets – 10%</p> <p>Title VIB funds – 10%</p> <p>Estimated cost - variable based on need and availability of funds</p>	<p>Director of Federal Programs</p>

- training conducted by software company consultants				
<u>System Readiness Goal 2</u>	The district will upgrade network equipment in each school to maintain and increase network speed and reliability.			
Evaluate and implement appropriate software to ensure network speeds of at least 1 Gbps on the network backbone and at least 100 Mbps in classrooms and labs	By the end of the 2014-2015 school year, the district will have network monitoring software in all locations to prevent bottlenecks and reduce network downtime to less than 1% per year.	District level technology hardware inventory results Network monitoring Software reports	Splost funds – 10% ERate funds for interconnectivity and Internet access – 90% Estimated cost -	Director of Technology

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.

Is Plan Descriptor Revised?

It is our vision that technology will be integrated into everyday learning to the point that students view its role in learning in the same way that they think of textbooks, pencil and paper, and trips to the media center. Students learn to use technology as a means of research and as a management tool to help them keep abreast of their assignments and their progress. They are matched with programs and activities via the computer which address their particular identified needs; technology is the venue by which these needs are identified through the use of diagnostic software. Technology is used for finding and organizing information and for communication, both within the school and the community. It is also used as a medium by which students demonstrate what they have learned to their teachers in academic areas, while at the same time they are demonstrating an understanding of the use of technology as a facilitating tool. The focus of technology integration is to use the tool in authentic ways of storing, managing, communicating and presenting information and data. Curriculum decisions drive how the technology is used. At ages where this is appropriate, students are involved in pursuing on-line courses in areas where their school is unable to offer sufficient work to meet their interests/needs. Students involved in classrooms where much of the content is individualized, use technology as a management tool to keep abreast of their own development in knowledge and skill areas. Students and parents have immediate access to their grades and other indicators of progress, and will be able to access some work they are doing at school from other sites. Students feel more involved and in charge of their own learning, and have a running knowledge of where they stand as to grades and skills acquisition. This practice encourages them to take more responsibility for their own success. Our goal for technology literacy is that 100% of the students will demonstrate technology literacy by the end of 8th grade. The ISTE National Education Technology Standards for Students serves as the foundational assessment to determine technology literacy. The ISTE National Education Technology Standards Performance indicators to be used are as follows: **GRADES PRE K - 2**

Performance Indicators: All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 2 students will: 1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, DVD players, audiotapes/CD's, and other technologies. (1) 2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3) 3. Communicate about technology using developmentally appropriate and accurate terminology. (1) 4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1) 5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2) 6. Demonstrate positive social and ethical behaviors when using technology. (2) 7. Practice responsible use of technology systems and software. (2) 8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3) 9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6) 10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4) **GRADES 3 - 5**

Performance Indicators: All students should have opportunities to demonstrate the following performances. Prior to completion of Grade 5 students will: 1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1) 2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2) 3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2) 4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3) 5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4) 6. Use telecommunications efficiently and effectively to access remote information,

communicate with others in support of direct and independent learning, and pursue personal interests. (4) 7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5) 8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6) 9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6) 10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6) **Performance Indicators:** All students should have opportunities to demonstrate the following performances. Students will: 1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1) 2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2) 3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2) 4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5) 5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6) 6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6) 7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5) 8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6) 9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6) 10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

The Dade County School system uses the 21st Century Skills assessment and Technology Literacy Assessment to evaluate technology skills for students in 8th grade. With the adoption of CCGPS standards, we anticipate greater use of technology as many skills are embedded in the new standards. Our district CTAE Coordinator is actively seeking out new ways to introduce students to career paths at an earlier age and offer basic computing classes as early as elementary school. As seen below, not only were student scores lackluster, there were relatively few tested. Our first goal is to increase participation in 8th grade and offer hardware and software support to the middle school to close the gap that was outlined earlier. Old CTAE machines are going to be repurposed at the middle school to allow greater access and the elementary schools are going to continue to use various funding sources to reduce student/computer ratios.

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.

Is Plan Descriptor Revised?

The school district implements procedures to ensure that funds are expended on scientifically and/or evidence-based practices and products. School Leadership teams in each school are to review and implement programs,

products, and services based upon scientifically and evidence-based standards. After research and review by the School Leadership Teams and a written justification for the selection, the schools' request for purchasing are forwarded to appropriate program directors in the central office. Evaluation is an integral part of all implementation processes and improvement plans within the system. The system's evaluation process involves a monitoring plan to systematically review progress of implementation strategies. School Leadership Teams are responsible to monitor progress toward goals at each school. Data is collected to determine effectiveness of all programs and services. The teams maintain documentation of monitoring results and reports progress to the Superintendent of Schools. A major objective of the system's Strategic Plan/ is the utilization of National Staff Development Standards in the planning, implementation, and evaluation of professional learning. Effort is being made to enhance collaborative work during structured times during the school day. The School Improvement Specialists/Academic Coaches, Instructional Technical Specialists, and administrators will participate in training to effectively implement professional learning strategies based upon the standards. The focus of professional learning at the district and school level is to provide sustained professional learning to ensure training impacts classroom practices and student achievement. Each school's Improvement Plan is the driving force for professional learning at the school level. The professional learning of the school is directly aligned with the improvement goals of increasing student achievement. Leadership Teams, including the School Improvement Specialists/Academic Coaches, establish professional learning plans based upon the improvement goals. Each professional learning plan contains monitoring and evaluation components. The focus of professional learning during 2014 - 2015 is noted in the following target areas: 1) Teacher/Leadership Development 2) Data Analysis 3) Conceptual Math Instruction, ELA, and Reading 4) School Improvement Process 5) Differentiated Instruction 6) Standards Based Instruction 7) RTI 8) Classroom Management Training 9) Teacher and Leader Keys 10) Bullying 11) Poverty 12) Technology Integration 13) Value of Parent Involvement. The system has significantly increased the use of data in making decisions and increased the opportunities for school leadership teams to build data analysis skills. The system's needs assessment identified a significant need to increase student math and ELA achievement throughout the system and particularly with students with special needs. Additionally, an area of concern is the achievement gap between student subgroups (Students with Disabilities and Economically Disadvantaged) and the regular student population. As a system-wide strategy, leaders began meeting with grade level groups of teachers to disaggregate student data and devise strategies in closing the achievement gaps for all students in all subjects. The School Improvement Specialists/Academic Coaches have used data from pre- and post- assessments in math and Dibels reading assessments to guide the work with teachers. The practice of using real-time data to drive instruction has enabled teachers to differentiate instruction effectively. School administrators are determining the results of professional learning through classroom observations/walk throughs of expected practices. The process of evaluating professional learning is making an impact on classroom practices and school practices.

Schools develop their School Improvement Plan to identify appropriate professional development activities to support their targets. All schools are engaged in practices and professional development that involve extended activities: specific in-service days, collaborative team meetings within individual schools, online staff development programs, system-wide workshops, job-embedded professional development during the workday, and programs involving Northwest Georgia RESA.

Professional development opportunities are conducted regularly for teachers and administrative staff in content and pedagogical areas, especially in the areas of math and language arts . Interested teachers are offered opportunities for certification in gifted education through courses offered by NWGA RESA. Staff members also participate in online staff development. All professional development is directly tied to our School Improvement Plans targets related to Georgia Performance Standards and technology integration into the

classroom.

The Dade County School System ensures that funds are spent on scientifically and/or evidence-based practices and products for all programs including the purchase of technology and technology tools. The professional learning activities focus on programs and materials selection as well as providing general leadership to teachers and other school personnel for implementing scientifically based practices. RESA and the GaDOE provide School Improvement Specialists who work with the system and individual schools with identifying and implementing research-based best practices. School improvement teams and the system leadership team identify areas of weakness and evaluate effective schools research to identify programs, materials, and training that are effective and reliable according to standards-based research. Preference shall be given to those activities that provide ongoing support and that provide an opportunity to implement, review, revise, and retrain. The redelivery model is used to train teachers and administrators.

Professional development is supported by Title I, Title II, state and local funds. Funding for the two technology specialists who conduct some of the professional development is derived from state and local funds.

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.

Is Plan Descriptor Revised?

The system-wide administrative team meets monthly for the purpose of coordinating all services and funds, monitoring progress, and addressing identified issues. The team consists of the Superintendent, Associate Superintendents, the Director of Special Programs/Title IIA/Title III, the Director of School Nutrition, and school principals. The team oversees the system's professional learning. The system embarked on a system-wide process for frequently monitoring student progress in all subjects, but particularly math and English/language arts. The need to address math instruction was identified through a review of student achievement data. As a result of our CRCT and EOCT math scores, the system has implemented a "Math Matters" initiative where we hope to improve math achievement. The implementation plan involved all teachers, including special education teachers, in grade-level meetings to refine the process of disaggregation of the data in order to promote differentiated instruction, and establish- 9 week standard curriculum for each grade level. Title IIA and special education programs are coordinating training in the use of data to guide instruction and in the use of differentiated instruction strategies. The academic coaches will meet regularly with the grade level teams to review student progress on OAS/GOFAR assessments with all teachers. As a means to

enhance the integration of technology into instruction, the academic coaches and the instructional technology coach will also meet with grade-level or subject area teams to plan and implement technology integrated lessons based upon the Common Core/Georgia Performance Standards. The focus is to ensure that teachers naturally align technology standards and GPS for seamless instruction of the content. School level and system level professional learning will involve all teachers in activities to meet identified goals and objectives. Special Education teachers, ESOL teachers, and Title I funded positions, are included in the same focused training to address school or system needs. The system will increase its efforts in identifying homeless students, migrant students, and ESOL students, by updating residency information, language surveys and migrant information forms.

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.

Is Plan Descriptor Revised?

Following the Principles of Effectiveness, the Dade County School District implements research-based programs to address identified student needs. According to the results of the Georgia Student Health Survey students in Dade County don't feel safe in their school. Students reported being the victims of bullying. The District System Strategic Plan advisory committee also reported that parents feel children are often victims of bullying. The Dade County School District will address this issue through the development and implementation of positive behavior support systems in each school. All students will participate in the programs, while students assigned to in-school suspension and students identified as bullying others or as targets of bullying receive additional individual interventions. Bullying policies have been developed and are in school handbooks. Staff has been trained in bullying and harassment procedures and are required to sign off on training modules provided through Compliance Director coordinated with Pioneer RESA. The school system has implemented and is continuing a high-tech video monitoring system in all school buildings and on all school buses. School resource officers provide support in each of our schools, as do the local service agencies, such as Lookout Mountain Community Services, WIN Georgia, and the local Department of Juvenile Justice. The sheriff's office utilizes the drug detection canine unit to provide random searches at the high school. It also provides free drug testing kits to any parent who suspicions drug use and would like their child tested.

The Georgia Student Health Survey also indicated that high school and middle school students use drugs and alcohol especially on the weekends. Alcohol and marijuana continue to be the most prevalent drugs used by students. Training for teachers and administrators in behavioral modification techniques is ongoing and will continue each year to ensure continued fidelity to their use. The school district coordinates with private and public agencies and civic groups to implement additional programs such as Red Ribbon Week, CHAMPS, and other positive behavior supports. Both elementary schools will integrate character education and drug education into reading and writing instruction to address these issues.

The school district will assess data based on the number of discipline referrals and the responses from students and parents on post program surveys. Results of the assessment will be communicated to teachers, parents, and

community stakeholders through the following formats: public presentations to the board of education, sharing of the systems strategic plan at school meetings, School Council Meetings, community meetings and school newsletters. Modifications to the programs will be made based on the assessment results, increase or decrease of discipline referrals, reports of bullying, and reported use of drugs and alcohol.

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.

Is Plan Descriptor Revised?

The district uses free and reduced lunch data to select attendance areas or schools eligible for funding under Title I, Part A. Dade County School District uses rank order to determine eligibility of schools for Title I service. There are no schools with 75% or higher free/reduced meals status.

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.

Is Plan Descriptor Revised?

Dade County School District does not have any schools with targeted assistance (TA) programs. In the event one of our schools that has not been served in the past with Title I funding is funded and will have to serve as a TA school their first year, Dade County will have that school plan during that year to become a school wide school following the plan year requirements. Teachers, parents, administrators, and pupil services personnel will collaboratively establish eligibility criteria for serving the children most in need of services.

13. All Programs

A general description of the instructional program in the following:

- a. Title I school wide 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.
-

Is Plan Descriptor Revised?

There are no targeted assisted schools in Dade County nor any local institutions or day programs for neglected or delinquent children.

The Dade County School District consists of two school wide Title I elementary schools, one high school and one middle school with approximately 2100 students. As of October 31, 2013, Dade County had 59.7% of its students on free and reduced lunches. According to the 2010 Census, only 17.63% of our county's residents have a 4-year or greater college degree and 19.67% of adults twenty-five years or older do not have a high school diploma or equivalency. As a rule, parents and the community place little value on education, which negatively influences student dropout rate, post-secondary enrollment, tardiness, and absenteeism.

The curriculum is based on the Common Core/Georgia Performance Standards (CCGPS) and Standards Based Instruction (SBI) in each classroom. Both elementary schools use the "Wonders" reading series and supplementary materials to ensure a balanced reading program. Go Math! (Houghton Mifflin Series) is used in the K-5 program and Holt McDougall is used at our Middle and High Schools. Computer labs at each school, as well as computers in each classroom, enable our students to utilize web-based programs such as AIMS web, V-Math Live, Scoot Pad, Ticket to Read, and ALEKS to meet the needs of diverse learners. The middle school's SFA time is an extended learning time for remediation in the core subjects. Connections classes are used to broaden the students' skills in technology, art and music. Based on math scores, these classes will also focus on math support through the use Skills Tutor and Chem 21. These programs are used to determine specific problems of at-risk students and then provide remediation with guided practice. Each of these assessment/instruction tools are standards aligned, leveled, and provide differentiated instructional and assessment pieces. The design cycle of the web-based tool is of the logic to assess, instruct, reassess, move on or remediate, reassess...until mastery is achieved. Before and after school tutoring is offered to all middle school students with transportation provided for those participating in the program. Virtual school courses are available to students to extend learning opportunities as well. The high school uses "Odyssey Ware" in the alternative school and Credit Recovery for students needed to earn credit for failed classes. Students who fail the GHSGT are provided opportunities for remediation. An array of CTAE programs is available to students on a non-tracked and non-discriminatory basis.

Teachers at all grade levels or subject areas collaboratively plan instruction, curriculum, and assessment. OAS, soon to be replaced by GOFAR, is used to benchmark student progress.

State of the art technology is available in each classroom with Promethean Boards, projectors, and up-to-date computers. Technology is used to track student progress on standards as well as communicate with parents. Teachers use websites to communicate with students and parents concerning lesson objectives and activities. Technology integration is a focus and is being addressed through classroom projects and presentations.

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.

Is Plan Descriptor Revised?

The school district uses the following procedures to identify and address the needs of homeless children:

1. School counselors, administrators and other school personnel are trained in the identification process;
2. At the beginning of the school year homeless surveys are sent out in the new year information packet so that the system will be able to identify students that have been in the system but whose situation may have changed;
3. The counselors screen the students during the registration process.
4. School personnel coordinate with local organizations such as Lookout Mountain Community Services, Dade Family First, and church groups to identify homeless families;
5. When a child is identified, evaluation procedures are implemented by a school committee, including counselor, teacher, and other stakeholders to determine needs of the child. School and community resources are coordinated in meeting the identified needs. Community resources are used to address food, clothing, and housing needs. The social and emotional needs will be addressed through the Lookout Mountain Community Services Agency, and other agencies.
6. Progress of the child is monitored by the counselor. If needs are not meet, the counselor will call a follow-up committee meeting to re-evaluate services needed. To evaluate academic progress, the same state assessments and the local assessments used with other students will be used with homeless students.
7. Homeless students will be provided academic assistance to reduce the gaps in achievement as needed. Intervention strategies will be utilized as needed.
8. The system's policies and procedures ensure that homeless children are not stigmatized.
9. School administrators provide awareness sessions at the beginning of each year on the homeless policies and procedures.
10. School administrators provide guidance to teachers in understanding poverty and monitor the implementation of procedures to prevent isolation and stigmatization.
11. The district has designated a homeless liaison to protect the rights of homeless children.

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.

Is Plan Descriptor Revised?

- 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.

In developing the Comprehensive Plan for Improving Student Academic Achievement meetings are held at both the school and LEA level in order to include as many stakeholders in our system as possible for review. Results of the needs assessment which include data related to student academic achievement, discipline and demographic data, survey data, and system strategic goals are shared through community meetings. Those meetings include members of:

- The Superintendent System Advisory Committee (composed of parents, community members, and teachers)
- The Superintendent Advisory Committee for Students (student settings K-5, 6-8, and 9-12)
- The Local Service Agency Task Force (composed of representatives from Lookout Mountain Community Services, Department of Family and Children Services, School PTOs, School Board Members, Dade First Family Connection, and School Counselors)
- Principal's Meetings
- School Leadership Team Meetings
- School Council Meetings
- Parent Teacher Organization Meetings
- School Parent Involvement Meetings
- School Parent Workshops
- Title Programs Meeting

- 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.

District and School parent involvement plans are reviewed and revised annually with parents and other

stakeholders (teachers, principals, administrators, and other school personnel). The district will work cooperatively with schools in coordinating a meeting for review of the District's Parent Involvement Plan. This may occur in conjunction with another school meeting. Parents and other stakeholders will be notified by invitation posted on the school website or via School Cast or through newspaper advertisement. District parents that cannot attend the meeting will be given the opportunity to obtain a copy from Central office and submit input before the final revisions are approved. The Title I Director will be responsible for collecting the required Information (agenda, meeting notes, and sign in sheets). The LEA Parent Involvement Policy checklist will be used in reviewing all plans. The revision date will be clearly marked on each plan. School Improvement and parent involvement plans are to be posted on the website, available at the school and hard copies may be sent home upon request. Dade County Schools receives less than \$500,000 in Title I monies and as a result is not required to set-aside 1% for parental involvement activities. In the event that our allocation exceeds the limit that would require the set-aside, parents would be asked to provide input and direction on budgeting those amounts for parent involvement and then asked to vote on the budget developed at each school after their input. Notice for participation would be provided through at least two of the following methods: newsletter, school cast, or local media publication.

- 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.

The LEA will provide support and technical assistance to schools by providing opportunities for planning and resources that will help in implementing State, local and federal rules and regulations. Monthly meetings with administrators and periodic meetings with the Superintendent's Parent Advisory Committee will provide opportunities for input and explanations of expectations concerning school improvement plans, internal processes, fiscal resources, organizational culture, and home/school partnerships.

Internal and external stakeholders are involved in the planning process to:

Accomplish annual needs assessment

Stakeholders review the appropriate data for attainment of the previous year's goals. Goals are revised and strategies are discussed to attain the identified goals. Teachers and parents are directly involved with data analysis and the identification of needs at the school/district level through leadership team involvement and school councils. Each stakeholder provides insight and expertise in specific areas.

Prioritize needs

Once district level goals are identified, each school will cascade district needs and goals into school level documents. Stakeholders are involved in prioritizing the identified needs by participating in the School Council, leadership teams, superintendent advisory committee, and Title I Parent Advisory committee.

Identify actions or strategies contributed to equity plan

Each school-level needs assessment and goals will be aligned to district goals and implementation plans. The following are goals for the FY13 school year; increase math scores, graduation rate, close the achievement gap; improve RTI process and parent/community involvement.

- 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.

To ensure effective involvement of parents and to support a partnership with Dade County Schools, parents, and the community to improve student academic achievement, both individual schools and the district assisted under this part —

- (1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

School Administrators and teachers will communicate to parents information related to the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of Section 1118(e), and how to monitor a child's progress and work with educators to improve the achievement of their children in multiple ways. Such communication will include at least two of the following methods: school newsletters, emails, compact creation meetings, parent involvement policy review, CLIP review, parent-teacher conferences, annual needs assessment, PTO meetings, and local media articles.

- (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

Administrators, Teachers and/or the Parent Mentor will provide at parent conferences or scheduled meetings information on how parents may help their children with homework, reading strategies, vocabulary building skills, literacy/numeracy building skills, and accessing web-based remedial/support programs. Technology services for accessing the web-based programs, checking Odyssey Ware percent completion for units, and access to student progress through PowerSchool is also provided during these meetings. Student Compacts are also tied to student learning objectives and are also utilized during parent meetings and conferences.

- (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

District level administrators will provide opportunities for training school level administrators, teachers, and the parent mentor in methods for building partnerships that are

desired between the parent and school for supporting the education of all students. Notice of PIC meetings, trainings provided by our parent mentor, and state meetings regarding parent engagement will be made available to our staff. Turn around training will be done by the Title Programs directors with staff regarding parent involvement sessions attended at Title Programs conferences and webinars provided by GaDOE will be shared as well.

- (4) **shall**, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

An annual community agency meeting will be held each year to share program requirements and services offered and to reduce duplication of services. These agencies include Head Start, Lookout Mountain Community Services, WIN Georgia, Department of Family and Children Services, Dade County Food Bank, PTO Organizations, local preschools, and Dade First: Family Connections. While there is not a specified parent resource center at our schools, the school does provide information regarding resources available. School counselors work extremely well with each of these agencies in integrating programs for parent involvement.

- (5) **shall** ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

Currently all of the parents of Dade County Students speak and understand the English language. If this statistic changes during the year, the requirement to provide information in a different language will be met by using a translator fluent in the language. Dade County Schools still uses the home language survey for enrolling students and based on the information garnered from the survey will provide information in the necessary language when sending emails, meeting notices, compacts, or any other parent involvement communication.

- (14) **shall** provide such other reasonable support for parental involvement activities under this section as parents may request.

Parents will be provided opportunities for feedback of meetings and on programs through evaluations and surveys. All parents will be given opportunity for input into the development of programs and the annual review and revision of policies.

- 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.

An annual community agency meeting will be held each year to share program requirements

and services offered and to reduce duplication of services. These agencies include Head Start, Lookout Mountain Community Services, WIN Georgia, Department of Family and Children Services, Dade County Food Bank, PTO Organizations, local preschools, and Dade First: Family Connections. While there is not a specified parent resource center at our schools, the school does provide information regarding resources available. School counselors work extremely well with each of these agencies in integrating programs for parent involvement.

- f. How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.

Dade County Schools will survey parents, at least annually, to determine the effectiveness of the educational program as well as parental involvement. It will be provided to schools after the School Council parent advisors have reviewed and made suggestions for improvement of the survey. The school will typically use Survey Monkey to collect survey data, but hard copies will be provided if requested by parents. Advertisement of the survey and requests for completion occur through the newspaper, school website, parent flyers, and/or radio announcements. The surveys are collected and compiled and the following year's parent involvement activities are built from the responses. The Title II survey template may be used in the evaluation of program effectiveness.

- g. How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.

The results of the surveys are shared among several groups of stakeholders, including but not limited to, parents, school/district administrators, teachers and the Parent Mentor. School councils and those attending the annual Title I meeting are presented the results of the surveys before reviewing and revising the schoolwide and parent involvement plans and components. The Parent Involvement Coordinator and the Title I director will also review the annual parent surveys as well. Additions/deletions/revisions will be discussed and then given to principals to review with School Councils. Parent involvement workshops and activities are planned for the following year from the annual spring survey results.

- h. How the LEA will involve parents in school wide activities.

All Parents will be given opportunity for input into the program development, annual review, and revision processes for the use of Title program funds allocated to Dade County Schools. While local governance committees will serve in planning, all parents will be given the opportunity to review the products produced which include parent involvement plans, school compacts, budgets, surveys, needs assessment, and data review. Parents that serve on committees will be representative of the Title program students served.

Parents also have opportunities to participate in professional learning at each school. The district also provides materials to expand the parents' ability to assist their children, and information is sent home in the family's language so it can be easily understood. Annual parent evaluation of activities provides information essential to developing activities that prove effective.

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.

Is Plan Descriptor Revised?

None of the Dade County Schools (DCS) currently have a school improvement designation. The system supports all schools, including any school that might in the future be given an improvement designation, through the use of the following strategies to ensure student achievement progress:

1. Provide training to schools in the school improvement process and plan development,
2. Provide leadership team training in data analysis and teaming,
3. Ensure the alignment of school goals and system goals,
4. Ensure the alignment of professional development with school goals and student needs,
5. Monitor the utilization standards in the planning, implementation, and evaluation of professional learning by reviewing professional learning plans, evaluation results, and attending professional learning activities,
6. Monitor school improvement plans and progress toward goals with the Leadership Team,
7. Provide additional funding for professional development for schools that have a needs improvement designation,
8. Central office personnel will conduct classroom walk-through observations with school administration to track progress of classroom interventions and practices,
9. Support the schools in the location of school improvement resources and professional learning, and
10. Each school will have a GAPSS review every three years.

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.

Is Plan Descriptor Revised?

None of the Dade County Schools (DCS) currently have a school improvement designation. Davis Elementary School had been designated in the fall of 2013 as an Alert school based on 2012 CRCT data for the white subgroup. However, it was removed from the list in August of 2014 as a result of the concerted efforts on the parts of parents, teachers, and students to bring about improved student achievement. It was actually placed on the High Progress Reward Schools list as a result of its change efforts in instructional practice, teacher evaluation, and RTI that was implemented and are still being monitored. Dade County High School, as a School Improvement Grant recipient, was listed as a Priority School but was removed from the list during FY 13 as a result of the implementation of strategies put into place during the grant. Dade County Schools are proud of these significant accomplishments. Each school in the district notifies parents each fall of the school's academic status by way of student handbook and web posting. If in the future a DCS school must provide a flexible learning plan (FLP) as a result of being designated a Priority or Focus school, such school will create and implement a FLP complete with all components designated by the Georgia Department of Education guidance and ESEA regulations.

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;

Is Plan Descriptor Revised?

Dade County Equity Plan

Dade County Schools have 100% of its teachers and 100% of its paraprofessionals highly-qualified (HiQ). Both of the Dade County School System's Title I schools have maintained 100% HiQ status for the last several years. 95 % of Dade County High School teachers have an average teaching experience level greater than three years, with Dade Middle School having 97%, Dade Elementary having 96%, and Davis Elementary having 100% in

the same category.

In order to ensure that in the event we have teachers or paraprofessionals that do not meet the HiQ status, an individual remediation plan with a designated timeline will be written for each individual: (GACE testing, completing a master's degree, college/university prep program pathway.) The plan will address the specific needs of the teacher and the activities that need to be completed for him/her to become HiQ. These plans will be monitored on a regular basis and updated as necessary. Title II-A funds will be used to provide for professional learning activities and/or pay for GACE testing. These funds will also be used to provide professional learning for administrators, teachers, and paraprofessionals in the areas of need identified by the LEA, such as standards based classrooms and use of technology. The system will use the LoTi Digital-Age Survey to evaluate and monitor technology literacy. Approximately 95% of the school systems employees are technology literate.

Establishing a remediation plan for those staff members not meeting the HiQ status and that hold an NT and NNT Certificate will follow the process described below:

The principal meets with any teacher/paraprofessional not deemed highly qualified within the first two weeks of employment and together they write a remediation plan based on the individual need of the employee. This plan would include either GACE testing needed for certification, completing a master's degree, or enrollment in a college/university teacher prep program and a timeline for completion. Documentation of registration, transcripts, and completion documents will be kept as part of the remediation plan. The plan is signed by both the teacher/paraprofessional and the principal. The remediation plan is kept at the school and a copy is sent to the Title II Director. The principal monitors the plan during the school year by face to face meetings with the teacher/paraprofessional, phone calls, and/or emails. The remediation plan will include a schedule of review dates so that the plan can be reviewed/modified and/or updated as needed. The plan will continue until a clear renewable certificate is issued and the teacher/paraprofessional obtains Highly Qualified Status.

In the student handbooks that are provided to students by all of the schools, parents are notified of their right to know the qualifications of their child's teachers and paraprofessionals. Parents are informed that they may request the qualifications of the teacher at any time and are given information on how to make this request. Student handbooks include a form that parents' sign and return after they have reviewed the handbook. If a teacher does not meet HiQ status the parents of each of the students in the teacher's classroom are notified by letter of the teacher's non-HiQ status. Documentation of notification to parents is kept on file by the Title II-A Coordinator. If during the school year a HiQ teacher is absent more than 20 consecutive days and a non-HiQ substitute is not in place, the school administrator notifies the parents by letter that the classroom is not being taught by a HiQ teacher. Documentation of notification to parents is kept on file by the Title II A Coordinator.

Scheduling for SWD, ED, gifted and ESOL is done before the scheduling of general education students to ensure that these students are placed with HiQ as frequently as other students. The system has teachers at most grade levels that are certified in the gifted area.

The LEA ensures that all of the teachers employed who have an ESOL endorsement are fluent in English and possess proficient written and oral communication skills.

19. Professional Learning; and all federal programs

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

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

Is Plan Descriptor Revised?

Meeting Diverse Needs of Students

Teachers will meet the diverse needs of students through: collaborative data disaggregation to target student and/or instructional weaknesses; administrative observations with specific and timely feedback; GAPPs review observations and recommendations; ESOL training; Special Education training; differentiated instruction; and standards based instruction training. Meeting the diverse needs of students will be evaluated through student achievement and progress monitoring. Tiered strategies will be used to address the instructional needs of all students. Due to the increasing achievement gap between general education students and special education students Dade County will use a Special Education Leadership committee for determining the areas in the instructional program that either need to change or remain the same to positively impact student achievement and address the needs of SWD, and provide instructional strategies to meet those needs.

Positive Behavior Support systems have been implemented at each of our schools. Davis Elementary has the SOAR programs which rewards positive behaviors and students (little yellow jackets) who are caught being "buzz worthy." Dade Elementary School has the PAWS program which allows students to earn "paw points" for positive behaviors and then use those points to purchase items donated to the school. Our Middle School is beginning a program called "Growing Forward" which is designed to create a positive culture in the school by uniting parents, students, and faculty members in a cooperative effort supporting the education of each student. Dade County High school has put into place a cohort support system where students are assigned a teacher sponsor, and this same sponsor serves as the student's mentor throughout their high school career. DCHS also provides transition programs, an alternative school program, and a credit recovery program for students needing support services.

Dade County implements both school-level professional learning and system-level professional learning. The professional learning aligns with system and school goals for student achievement. Student achievement data is the driving force behind all professional learning. Areas that are in need of improvement are identified through a needs assessment at both the system and school level. The needs assessment has identified a significant need to increase student achievement in math and ELA throughout the system and particularly with SWD and ED students.

To enhance student achievement through the professional learning process the school system will deploy the following:

- Professional learning funds are allocated based upon student and school needs.
- As a means to increase job-embedded professional learning opportunities, administrators are organizing their schools into learning teams of teachers and staff through collaborative planning and academic coaches are delivering grade specific activities that will enhance student achievement.
- Collaborative planning will enhance teacher effectiveness.
- Development of a committee to identify and create strategies to address the needs of the SWD subgroup.
- Provide Mindset training to assist teachers in addressing behavioral issues in their classroom.
- Involve parents in planning for the system and individual schools through Title I parent meetings, Special Education stakeholders meeting, school council meetings, and the Superintendent's and schools advisory councils.
- Continue training on how to use data to drive instruction.
- Provide training in integrating technology into instruction.
- Use ISTE standards to address technology literacy.

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.

Is Plan Descriptor Revised?

The system's strategic implementation plan and the schools' improvement plans are based on data that is gathered from reviewing student achievement data (CRCT to be the EOG, EOCT to be the EOC, diagnostic, formative and summative assessments), through GAPSS reviews in each school, parent, teacher and administrator surveys, and other relevant information. Using the data that is gathered professional learning becomes an integral part of both the strategic plan and the schools' improvement plans. The professional learning plan is aligned with identified student achievement needs evaluated based on the impact on student achievement. Funding from all federal programs and designated state funding (Title I, Title II, Title IV, IDEA) will be used. Professional learning will be offered within each school based on identified needs. Professional learning will be provided system-wide for needs that have been identified in all schools.

Each school will form a committee made up of a variety of stakeholders, such as teachers, administrators, and parents. These committees will utilize the data from the school's needs assessment to identify the professional learning needs for the school. Based on the identified needs they will write a professional learning plan that will include system goals, strategies, and a method of evaluation. These plans are provided to the Title II Director

who develops with the system leadership team a system professional learning plan. This is the plan that will be included in the LEA CLIP and will drive instructional improvement decisions.

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.

Is Plan Descriptor Revised?

The professional learning activities provided by Dade County conform to the guidelines set forth by federal programs such as Title I-A, Title II-A, and Title-IV. The system-wide professional learning will focus on the following: leadership development, standards based instruction and classrooms, tiered instruction for all students, Teacher Keys and Leader Keys, inclusion, behavior management (Mindset), math, ELA, reading, closing the achievement gap with SWD, and technology integration in the classroom. Each school will also implement professional learning based on needs identified by school administration and staff. Identified needs include: reading, math, and ELA content and instruction, inclusion, technology integration.

Funding from Title I, Title II, and IDEA will be used to fund many of the professional learning activities.

The system will be participating in the following PL activities:

- Standards Based Instruction
- Response to Intervention
- Teaching Common Core Standards
- Math Matters Initiative, Math Conferences
- Writing to Win
- Graduation Rates
- Content Area Development to develop common assessments
- Differentiated Learning for All Learners
- Math, Assessment Design
- New Teacher Development
- New Leader Development
- Improving Instruction by Reducing Class Size

100% of our teachers participated in professional learning activities which were 100% high quality and scientifically research based during the FY14 school year, and 100% of the activities planned for all teachers during the FY15 school year will be of high quality and scientifically researched based.

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.

Is Plan Descriptor Revised?

Each year a search is conducted to identify private schools that have students enrolled that are residents of Dade County. Due to the fact that Dade County borders both Alabama and Tennessee, the search involves three states, including GA. Once identified, the schools are contacted by certified mail and informed of the right to participate in the following federally funded programs: Title I-A, Title II-A, and Title IV. Representatives from the schools are invited to a consultation with the school system to discuss funding and services provided by the federally funded programs. In the past private schools in the Dade County area have shown no interest in consulting with the school system or in being involved with the programs that are offered. Dade County Schools will be providing services for two children attending Avondale Seven Day Adventist school in Chattanooga, TN during FY15. If a complaint is received from any private school, it is reviewed by the central office administrative team, including the superintendent. School Board policies are in place to address complaints not only from private schools but from other individuals or groups as well. The complaint is investigated in a timely manner and a response is made to the private school for resolution. Documentation of all correspondence, consultations and complaints will be kept on file in the central office.

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.

Is Plan Descriptor Revised?

As academic data becomes available from state assessments, the new data is used to update the current Implementation plan. The benchmark assessment data is reviewed quarterly by the administrative staff to determine progress. Adjustments are identified and implemented to ensure progress on target strategies and objectives. Other data, such as classroom walk through data, parent involvement surveys, health surveys, and a GAPPS review is annually used to update needs assessment information and drive changes as needed in the system and school plan. The system administrative team meets monthly to review current data as it is made available. The progress toward each strategy in the Implementation plan is monitored. The schools and system updates data rooms with the current data and adjusts the plans as needed. Principals provide the local Board of Education as well as parents with State of the School presentations each Fall. The CLIP is made available for all parents and stakeholders to review and input for change is solicited. Notice of the availability for review is made through school newsletters, local media, and parent meetings.

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.

Is Plan Descriptor Revised?

Dade County uses the Occupational Survey provided by the MEP coordinator to identify migrant students. This survey is included in the registration packet for every child. Dade County is a mountainous region with little farming or agricultural industry, therefore few migrant students have been identified. When migrant students are identified, then they are evaluated academically like other students with state and local assessments. The system implements levels of intervention for any student not meeting benchmark on Dibels and OAS assessments and local math assessments. Classroom teachers first implement class level intervention strategies based upon the school's intervention plan. If academic problems continue, the RTI team and student support team would be activated to address the issues. The student would be monitored more often and more intensive levels of intervention would be implemented. All migrant students are eligible for Title I services and receive appropriate Title I services. The school counselor will serve as the liaison to coordinate referrals and address the needs of the family, such as, access to health, housing, and nutrition services. Translation of language needs would be met through language consultants. The MEP Coordinator/Title II Director will organize the Parent Advisory Council and engage activities to ensure communication of all school programs and services. In addition to local resources, the district will coordinate through the MEP Consortium to provide services to eligible migrant participants.

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.

Is Plan Descriptor Revised?

A counselor at each school is designated as the person responsible to ensure the timely transfer of school records. A clerk at each school has the responsibility to conduct the actual transfer and entering the data into the student information system. The counselor and clerk are provided training and procedures to ensure accuracy of data in the student information system. The district utilizes and promotes available interstate and intrastate services available through the state and national migrant education program as needed.

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.

Is Plan Descriptor Revised?

All Dade County Schools utilize the "occupational survey" at the beginning of the year in the registration process of all students. Parents are requested to return all forms. Any forms marked yes are submitted to the Migrant Education Program (MEP) for screening. All principals and counselors are trained in the process of identifying migrant students. The system uses the federal and state MEP guidance folder.

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.

Is Plan Descriptor Revised?

The Dade County School District requires evaluation components in each program, plan, or project as a means to determine success and establish best practices. The system establishes the criteria for best practices based upon impact on specific student achievement data. School Leadership Teams determine action research projects and the evaluation process used. Both impact evaluation and process evaluation is included in the evaluation plan. All grants, projects, programs, and piloting strategies are evaluated annually to determine success of the promising practice.

Training in data analysis and management will be provided and evaluation data will be shared with schools through leadership team meetings, data room reports, and strategic plan documentation.

The system's middle school has initiated a program called Project Synergy. The program's purpose is to bring the real world and students together through the joining of business, education and creativity. The school has partnered with VW, TVA, Clumpy's Ice Cream, and Georgia Power. The success of this project has allowed the opportunities for teachers to speak at national conferences and to build ongoing relationships with community and international organizations. It has also brought in groups from Georgia and other states interested in modeling the program.

Dade County academic coaches and teachers have been involved in developing Student Learning Objectives and rubrics for evaluating SLOs by serving on state committees as part of the RT3 Initiative. Most recently two of our academic coaches and one of our teachers served on the creation, review, and evaluation of the Georgia Milestones test questions to be used throughout the state for standards assessment.

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.

Is Plan Descriptor Revised?

I. Vision for Technology Use

Dade County Schools Mission Statement

The Dade County School System will ensure that students have the opportunity to become independent, hard-working, life-long learners capable of succeeding in a changing society through:

- Dedicated teachers and staff
- Community and parent commitment
- Safe and orderly environments
- Strong leadership committed to excellence

Dade County Schools Technology Mission Statement

The mission of the Dade County Schools Technology Department is to increase student achievement for all students by doing the following:

- Provide technology-rich classrooms that actively engage students and prepare them for working in a 21st Century, technology laden world.
- Provide ongoing, timely support for hardware, software, and teacher integration of technology into the curriculum.
- Provide appropriate hardware, software, and administrative support to use technology to conduct the business of the school system in an efficient and accurate manner.

Dade County Schools Vision for Technology Use

- Teachers will be able to use new technology proficiently and align curriculum efficiently and effectively.
- Teachers will know how to maintain new technology in order to keep hardware resources in good working order.
- Teachers will turn in online Help-Desk tickets when issues arise, and a technology specialist will assist them in a timely manner.
- Teachers and administrators will maintain and extend their professional credentials by participating in technology training opportunities, including online training.
- Teachers will use utilize technology to increase communication with stakeholders. This includes but is not limited to SchoolCast messaging, email, webpages, and parent access to grades via PowerSchool.
- Administrators will oversee teacher and school web pages to ensure that they are updated regularly and reflect current information.
- Administrators will access student data when needed and create end of the year data reports for presentation to faculty members and other stakeholders.
- Administrators will use technology to align curriculum horizontally and vertically.

- Students will use technology as a means of research and as a management tool to keep abreast of their assignments and their progress.
- Students will learn in classrooms where much of the content will be individualized, prescriptive, and self-directed. They, like their teachers, will use technology as a management tool to keep abreast of their own development in knowledge and skill areas.
- Students will use technology as a supplement to classroom learning.
- Technology will be used to diagnose needs of students to ensure prescriptive teaching, through common benchmark assessments (AIMSweb / Dibels / OAS & GOFAR System).
- Technology will be used to deliver rigorous academic courses to all eligible students through modes such as Georgia Virtual School, Odysseyware, streaming video and other web based digital content and appropriate software tools.
- Parents and members of the community should feel comfortable using technology so they can help their children's education.
- Parents will have access to technology resources in the media center and parent resource room.
- Parents should be encouraged to communicate with their child's teacher via email.
- Parents will be able to access student grades, attendance records, announcements, school rules and expectations, county policies and school faculty online via the system and school web sites.
- The district will take measures to digitize student and personnel record keeping processes for quick retrieval and paper reduction (SoftDocs initiative).
- Teachers and administrators will make use of the TKES and LKES evaluation platform.

II. Current Reality

A. Access to Technology/Data Sources

Dade County Schools has a leased fiber network connecting all schools and the district office at 1 Gbps. The system maintains a secure server room at Dade Elementary School and distributes most applications to the other schools and district office from that centralized hub. Additionally, the system maintains three administrative servers at the district office which are available to all schools through these Wide Area Network (WAN) fiber connections. Dade County Schools is also using a fiber connection from TVN (local telecom) at Dade Elementary School to provide high speed Internet access to all workstations in the district. The connection is 300Mbps. Workstations at other campuses connect to the hub of the Wide Area Network (DES) through the leased fiber connections and then to the Internet through the fiber from TVN. In the near future, we will be adding an additional 400Mbps from the state (September 2014).

Within each school and at the Board of Education, network data is transmitted through system owned fiber optic cable and Ethernet. All backbone network switches are capable of 1 Gbps throughput including the switches in closets and those that connect the schools to the hub. Talks are underway with TVN, our local provider to possibly reduce or eliminate our reliance on Charter for fiber links between schools.

According to the Georgia Annual Technology Survey Instrument, as of the 2013-14 school year, 100% of classrooms in the district have at least one modern Internet connected PC. Nearly 100% of classrooms have a ceiling mounted DLP projector that is permanently connected to the PC to display web resources, teacher created materials, and appropriate software applications to all students simultaneously. Additionally, nearly 100% of classrooms have a Promethean board to promote student engagement with the curriculum.

The student per modern computer ratio is 1 to .5 at the high school. That number is misleading as it counts several hundred kindle eReaders. The ratio in reality is slightly less than 1:1. Dade Elementary School has a ratio of 1 to 1.2 as of September 2014. The addition of 300 Chromebooks has helped their ratio tremendously. At Davis Elementary, and additional 100 Chromebooks were added for a ratio of 1 to 1. Dade Middle school is slightly behind with a ratio of 1 to 1.59. All schools have at least two computer labs that are available for teachers to use with their entire class in a one student per computer (one to one) configuration. Teachers are able to schedule time in the labs with their classes throughout the year. Dade Middle and Dade County High School also have computer labs with teachers who teach technology courses that help students master technology standards from keyboarding to web design. Many of the elementary classrooms have 10 or more computers per class and the high school and middle school have mobile labs available.

Over 90% of classrooms also have a scanner/copier/printer that is connected as a local printer to their classroom computer. Most classrooms also have an Intercom speaker and a phone that is connected to the district's Voice Over IP (VOIP) system). All computer labs and media centers have network connected laser printers. The math classrooms in grades 8-12 have class sets of graphing calculators which connect to the teacher's computer and the interactive white board in the classroom.

As of May 2014, most of the district's servers have been virtualized. Only the DNS server remains as a physical entity.

All offices in the four schools and at the Board of Education have modern, Internet connected computers, networked laser printers, fax machines, copiers, high speed duplicators, and VOIP phone system handsets to enable administrators and office staff to access, manage, and communicate information efficiently. Further, staff members in the school offices have Intercom paging stations and two way radios to facilitate communication within the school. Administrative and office staff has the capability to communicate directly with other offices and classrooms throughout the district through the Voice Over IP (VOIP) phone system. This phone system allows school personnel to communicate with other campuses and the district office without using the external phone lines, so that parents and other stakeholders outside the network can contact the schools easily and conveniently. The phones also promote teacher/parent communications and student safety by providing telephone access for teachers in their classroom. Each school, all buses, and several key district personnel also have police quality radios to allow communication in emergencies. They are tied in with the 9-1-1 call center and are monitored continually.

The school district leases web sites from an IP based Web Hosting company for the district and each school (SchoolInSites). School web sites provide teachers with web pages where they can disseminate information to students and parents, provide assignments and class notes, post podcasts and video podcasts,

and display student work. The district also provides parents access to their child's grades through our locally hosted PowerSchool server.

The school Dade County Board of Education has committed local funds to support technology. During the past few years the board has spent millions of dollars to provide classroom technology and strengthen network infrastructure. The SPLOST has been renewed annually and has benefitted the system greatly. The BOE has also committed local funds in annual school and district budgets to maintain adequate levels of technology access for all students each year. Federal funds, such as Title I funds, have also been instrumental in providing technology resources to students. AIMSweb, Starfall, Dreambox, ALEKS, and IXL have been purchased for our students and have become vital components of the elementary curriculum.

The system is currently planning a replacement schedule to ensure that classroom and administrative PCs are capable of running modern software. The technology department maintains the system inventory and ensures equitable distribution of technology resources for all students. We are piloting thin client / virtual pc units in the elementary school and are looking at a network based solution that will allow central management of 100+ virtual computers. We have made several purchases of recertified laptops and desktops and are slowly phasing out older machines. Many of the computers that we have are over 5 years old; however, they have multi core processors that are more than capable of running modern software. The district will be transitioning to Windows 7/8 by the end of 2015.

The school district and the BOE rely on the Georgia Department of Education annual Technology survey and a district wide software inventory to monitor the level of access to technology resources within each school and the district. Frequent communications between school and district administrators and technology staff members also reveal gaps in technology resources and desired results for future technology investments.

B. Technology Use

1. Instructional Use of Technology

The Dade County School District provides multiple ways for teachers to use technology to promote their students' learning and achievement. Classrooms in the district have at least one modern Internet connected computer connected to a ceiling mounted DLP projector, a Promethean board, and a three in one (scan, copy, print) printer to enable teachers to provide technology access to all students simultaneously. Each school also has multiple general purpose labs which teachers can use to allow students to access software and Internet resources in a one to one computing environment.

Teachers and students have access to a virtualized file server hosted on our VMWare Cube. Teachers and students also have access to teacher web pages which are available 24 hours a day, seven days a week. Teachers can post information, assignments, student work, podcasts, video podcasts, wikis, blogs, threaded discussions and other items on their web pages. Teachers can control who sees each item and when each item

appears to end users.

The district technology staff is currently comprised of two instructional technology specialists, one technology coordinator, and the director of technology. The system's technology staff members maintain the technology resources and provide ongoing, job embedded technology training and consulting to all system personnel throughout each school year. The district also provides online technology training and tips to all teachers and district staff to promote the integration of technology into the teaching and learning that occurs every day in every classroom.

2. Administrative Use of Technology

The Dade County School District will continue to maintain modern and efficient technology hardware and software resources to enable system administrators and office personnel to manage information accurately and efficiently. The system currently uses the following resources to accomplish this vital role:

- The accounting department and school bookkeepers use PC Genesis and Citrix/CSI software which is housed on a virtual server that is located at DES to facilitate the financial tasks and maintain financial records for the system. All records are backed up regularly on our Cube (4 computers spread out over the district). A redundant finance server is maintained in the secure server room at DES in the event of server failure at the BOE.
- All schools and the district use PowerSchool to maintain and access student demographic, attendance, discipline, grades, schedules, and other records. Teachers use PowerSchool to record grades and print report cards and progress reports for parents. Parents can access their child's grades through the Parent Portal function of PowerSchool. The PowerSchool server is virtualized and contained on the same 4 system cube that most other servers run from. All PowerSchool data is backed up regularly on the cube in multiple locations.
- School personnel have e-mail services provided by Google. The contents of their mailboxes are backed up via Postini. Postini also handles all SPAM filtering. The entire suite of Google Apps are also available to the teachers. These include a calendar, office applications, and 8gb of storage space.
- Special Education personnel use IEPOnline, a web based resource to house and update special education records. Redundant hard copies of all special education records are stored in locked cabinets at County Office.
- All system personnel have access to information and common forms on the district and school web sites, Google Docs, and the system's shared drive. All but the shared drive are available 24/7.

- All system personnel have telephone access to other locations within the system as well as external locations through the system's VOIP phone system. Each school front office and the BOE also have redundant, analog systems in the event of VOIP failure or network power outages.
- Most system computers have access to Microsoft Office 2010 applications to create documents, spreadsheets, and presentations as needed. Approximately 20% of our computers have Office 2013. These include labs at the high school and most administrative computers.
- Students at the high school have Gmail accounts that allow storage and access to Google Apps. This allows students without Microsoft Office to create and edit documents at school and home.
- In 2011-12 wireless was added at DCHS using eRate funds. The network was installed by Xirrus and offers excellent coverage and room to grow in the future. Far less robust wireless connectivity was also installed at the middle school and at Davis Elementary that has since been upgraded. All school have 90% or better coverage with EnGenius WAPs.
- The Dade County Board of Education uses EBoard, a web based host to conduct board meetings and regular board business. Board members have been provided with a laptop and Ethernet patch cable to connect to the district network during board meetings. Additionally, they can use the laptop to connect wirelessly to the Internet and the EBoard site when outside the district LAN. Board members have also been provided an iPad for use in much the same way.
- All system personnel have access to web resources through the district's high speed network and fiber connection to the Internet. The district uses a Juniper SSG-140 firewall and a virtualized Untangle filter. Among other things, it also acts as the web filter for the county's web traffic and allows for traffic shaping, application control, and a host of other valuable tools.

3. Parent/Community Use of Technology

The Dade County School District will continue to maintain modern and efficient technology hardware and software resources to enable parents and community members to access information about the district and each school accurately and efficiently. The system currently uses the following resources to accomplish this vital role:

- All schools and the district use the PowerSchool student information system to maintain and access student demographic, attendance, discipline, grades, schedules, and other records. Teachers use PowerSchool to record grades and print report cards and progress reports for parents. Parents can access their child's grades through the PowerSchool Parent Portal hosted on the district's PowerSchool server.

- In 2011, the district purchased SchoolCast to allow greater communication with parents and community members. The service allows district personnel to send e-mails, text messages, and voice recordings to parents. This has greatly increase communication and is still in use.
- The district, each school, and each teacher maintain web sites with current information for parents and community members. The district and each school intend to post their Balanced Score Card and other information regarding school improvement on their web sites as well as important information such as schools' Title I School-wide Plans.
- School system personnel have email accounts on Gmail. Teachers, administrators, and other district personnel can use email to communicate regularly with parents and community members. They can also use the included applications to collaborate and share documents.
- The district food services department has a web based portal for parents to view their child's lunch account activity and balance.
- The district hosts periodic parent workshops to introduce and educate parents about technology and its uses.
- Schools regularly communicate information to parents about the Georgia Standards web site, the Online Assessment System, and other relevant sites to help their child learn.

C. Gap Analysis

1. Instructional Gaps

With the arrival of a new technology director in 2011, the district and Board of Education recognized some issues with system technology and wisely chose to start investing local funding, including a new SPLOST, to address these needs. Those funds, coupled considerable help from eRate, has allowed the system to overhaul the district's infrastructure and prepare for future needs. According to the 2006-2007 GA Department of Education technology survey, the school district had a student to computer ratio of 5.66 to 1. In the last seven years, SPLOST funds have been used to update the county's computers and decrease the computer/student ratio. As of 2014, the ratio was at .75 computers per student.

The level of access to modern PCs is not currently even. The lack of federal and grant funds at the middle school make it reliant totally on SPLOST funding to increase technology availability. The most pressing needs are to address these gaps with access to modern computers to create a more equitable level for all students in all schools. As previously mentioned, a variety of possibilities have been discussed. These include leveraging the multi-core computing power of our newer computers to host 3 to 5 virtual clients.

The district also has the need to continue upgrading computers in labs and classrooms on an annual basis through school and district budgets. The system is currently planning a replacement schedule to ensure that classroom and administrative PCs are capable of running modern software. This schedule will help ensure that students do not experience gaps in their access to technology resources in the future due to a failure to

upgrade hardware consistently and pervasively throughout the district.

Teachers and students in the district currently have access to a variety of software and web resources to improve student learning and achievement. Notable among these resources are Microsoft Word, Excel, and PowerPoint (2007-2013) on all PCs purchased from 2007 on, access to the Georgia Online Assessment System, access to United Streaming video resources, and access to the resources at georgiastandards.org. All teachers have received professional development in how to access and use these resources. Teachers also have access to software ranging from ALEKS, IXL, Dreambox, Scootpad, Destination Math and Destination Reading in the elementary schools to Adobe Creative Suite and other specialized programs at the high school. The math classrooms in grades 8-12 have class sets of graphing calculators which connect to the teacher's computer and the interactive white board in the classroom. The math teachers in these classrooms have access to a wide range of resources and training opportunities through the Texas Instruments web site. The high school has purchased hundreds of ebook readers and 5 mobile labs that offer a number of other applications.

The school district has a significant need to continue investing in web resources and software to increase student achievement. The district technology team includes representatives from each school, who will serve as an advisory group to school administrators and the BOE in locating, evaluating, and recommending additional investments in software. Teachers also need access to the resources available through the Georgia Department of Education's cable TV resources. Classroom projectors and DVD players and external speakers in each classroom PC have replaced the function of classroom TVs and video distribution systems. Each school still maintains an extensive library of VHS tapes, however, and has the capability to record and use educational videos from Georgia Public Broadcasting, PBS, and other channels. Rather than repair damaged cable connections, the district has decided to move toward web based video delivery via sites united streaming, youtube, and teachertube. Recent upgrades to internet connectivity have made video streaming viable. Current the connection 1 Gig.

According to AYP reports and school and district level Balanced Scorecards, the district has achievement gaps among the Economically Disadvantaged (ED) subgroup and the Students With Disabilities (SWD) subgroup. Since ED students are never identified individually and are mixed heterogeneously throughout the student population, ongoing efforts to provide equitable access to technology resources should help address the achievement gaps for this group. The district will investigate more targeted means of addressing the achievement gaps for the SWD subgroup in all schools through a variety of initiatives, including increasing technology access and integration for teachers who work with SWD students in regular and special education classrooms. Recent efforts include purchasing web-based interventions for students with math and reading difficulties. The district has also invested in 30 licenses for Odysseyware, an online credit recovery/accrual program that allows students to fill in gaps or extend their learning. This is being used with students starting in 3rd grade.

Further, the district has a significant need to investigate, evaluate, and invest in appropriate peripheral devices to increase student engagement and achievement. These devices could include student response systems, tablets, chromebooks, digital still/video cameras, audio recording devices, wireless slates, mp3

players, document cameras, and scientific probes. By providing end users with these relatively low cost technology tools, the district will help ensure that teachers and students can take full advantage of the capabilities of the modern computers and high speed network connections throughout the system. All peripherals will be piloted on a small scale to ensure viability.

The district will continue to improve the network infrastructure speed and reliability to ensure access to technology resources remains uninterrupted for students and teachers.

2. Administrative Gaps

The Dade County School System will address several administrative gaps in the coming years.

- With the current uncertainty about the future of PC Genesis, the system has the need to evaluate and implement a new accounting software solution and new servers to house accounting data.
- There is a need to consolidate a number of smaller servers and update existing hardware. The viability of virtualizing these small but important servers will be explored.
- There is also interest in continuing to search for a digital document management solution that will help the district reduce reliance on paper and increase productivity.
- The district is going to investigate providing cell phones to key personnel including building administrators who travel frequently and need to be easily accessible.
- The disaster recovery plan must be updated and a more permanent plan put in place to limit down time and ensure mission critical servers are recoverable.
- Paper management and digitization of documentation is a major issue. Our records have outgrown our storage capacity. As a result, the district is in the process of implementing SoftDocs to manage workflows and digitize records from special education files to personnel records.

3. Parent/Community Use Gaps

The Dade County School District will address several parent/community use gaps in the next three years.

- The district needs to continue to help parents navigate the PowerSchool parent portal. Many parents are unable to navigate the program or, in some cases, even log on.
- The district will investigate adding parent computer stations to non Title I schools for parents and community members to use during school hours.
- The district needs to increase the frequency and variety of parent/community member workshops about technology use.
- Interventions, grade access, and other offerings should be made available on multiple platforms when possible. There needs to be a focus on non-traditional computing devices like tablets and smartphones.

4. System Readiness/System Support Gaps

The district currently has two full time Technology Specialists, and a part time Director of Technology to maintain and implement hardware and software, to conduct professional development, and to advise and assist administrators and teachers in integrating technology into teaching and learning. The personnel has decreased, yet the workload has continued to grow as work diligently to maintain our resources. Teacher training on integration is somewhat lacking and is in need of improvement. This will probably require the use of district funds to pay for outside professional development as the technology department is already short-staffed.

- The district has the need to host a GAPS analysis from the local Educational Technology Center to determine gaps and needs in this area.
- Based on results, the district may have the need to fund additional positions or hire consultants to maintain and implement a growing presence of technology within the schools.

Goals, Benchmarks, and Strategies

Instructional Goals

<u>Instructional Goal 1</u>	Provide modern classroom technology for all teachers and students including presentation equipment, computers, and appropriate peripherals for instructional use and increased student engagement.
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Goal	Benchmark	Evaluation Plan	Budget	Responsibility List
<p>All students and teachers will consistently have access to educational videos, Internet resources, and instructional presentations in a large, clearly visible format in classrooms.</p>	<p>By the end of the 2014-2015 school year, all regular classrooms and special education resource rooms will have at least 5 modern, Internet connected computers. One of which will have external speakers, a ceiling mounted projector, and a VCR connected to the projector.</p> <p>Elementary classrooms and special education resource rooms will have at least 10 modern, Internet connected computers.</p> <p>In subsequent years, at least 95% of classrooms will continue to have this equipment in working order.</p>	<p>GA Department of Education Technology Survey results</p>	<p>SPLOST funding – 90%</p> <p>School and district budgets – 10%</p> <p>Estimated Cost - \$75,000/annually</p>	<p>Director of Technology</p>
<p>Each school will have at least 1 all-purpose computer lab per 200 students for teachers to use</p>	<p>By the end of the 2015-2016 school year, each school will have enough computer labs in the media center and other locations to achieve the</p>	<p>GA Dept. of Ed. Annual Technology Survey results</p>	<p>SPLOST funds – 80%</p> <p>District and school budgets –</p>	<p>Director of Technology</p> <p>School</p>

with classes as needed in a one to one computing environment.	1 lab per 200 students ratio.		10% Title I – 10% Estimated Cost - \$50,000/annually	Principals
Students will have increased access to computers to ensure online assessments like OAS and PARCC are manageable.	By the end of the 2014-2015 school year, each school will have enough portable computers or computer equivalents to take online PARCC assessments. This could take the form of mobile labs, thin/virtual client labs, or tablet based solutions.	GA Dept. of Ed. Annual Technology Survey results	SPLOST funds – 80% District and school budgets – 20% Estimated Cost - \$65,000/annually	Director of Technology School Principals
Each student at the high school level will continue to receive a gmail account that has access to storage and Google Apps	All students had access by the end of 2012-13 school year. This will continue for the 2014-15 school year.	Email statistics from google	N/A	Network Administrator
Each school will have at least 1 modern computer per 1 students.	By the end of the 2015-2016 school year, each school will achieve the ratio of 1:1 students per modern computer or less. In subsequent years, computers will be replaced according to a district schedule to	GA Dept. of Ed. Annual Technology Survey Results	SPLOST funds – 80% District and school budgets – 15%	Director of Technology

	maintain the 1:1 ratio.		Title I funds – 5%	
			Estimated Cost - \$150,000/annually	
<u>Instructional</u> <u>Goal 2</u>	All students will have access to appropriate software and web resources to increase student engagement and achievement.			
Evaluate, implement, and utilize appropriate instructional software and web resources for all students.	Schools will be encouraged to actively seek out research-based interventions that meet their students’ needs. These resources will be tied to student learning and will be used to close gaps and differentiate instruction.	Annual district inventory of software and web subscriptions at each school.	SPLOST funds – 75% District and school budgets – 15% Title I funds – 5% IDEA Flow Through Funds – 5% Estimated Cost - \$75,000/annually	Network Administrator

<p>Maintain a web resource to provide formative and summative benchmark assessments for students in grades K -12.</p>	<p>Annually, the district will assess all students in grades K-12 on benchmarks using a web resource to compile data and provide reports to administrators and teachers.</p> <p>Starting 2014-15 this testing will take place on the Georgia OAS and GOFAR system.</p> <p>The district will work to establish horizontal and vertical alignment when appropriate.</p>	<p>Assessment system reports.</p>	<p>SPLOST funds – 25%</p> <p>District and school budgets – 25%</p> <p>Title I funds – 25%</p> <p>Title II funds – 25%</p> <p>Estimated cost - \$10,000/annually</p>	<p>Network Administrator</p>
<p><u>Instructional Goal 3</u></p>	<p>The district will leverage technology resources to offer all eligible students credit recovery, advanced placement courses, and courseware for students in an alternative setting.</p>			
<p>Evaluate and implement appropriate hardware and software at Dade Middle School and Dade County High School to offer credit recovery, advanced placement (GA Virtual School and/or Odysseyware), and courseware for students in the alternative</p>	<p>In 2014-15 and beyond, all eligible students will continue to have access to credit recovery, advanced placement, and/or alternative school courseware.</p>	<p>GA Dept. of Ed. Annual Technology Survey</p> <p>District level survey of software and web based resources</p>	<p>District and school budgets – 100%</p>	<p>Director of Technology</p> <p>Middle and High School Principals</p>

school.				
<u>Instructional Goal 4</u>	All students in the SWD subgroup will have increased access to technology resources to improve student achievement among this subgroup.			
Implement more computers or computer equivalents, appropriate peripherals, and software/web resources in special education classrooms.	By the end of the 2015-2016 school year, special education students will have access to computers on a 1:1 ratio, 1 peripheral device per 3 students (i.e. iPad or Tablet), and a variety of software based resources.	GA Dept. of Ed Technology Survey results Annual district level inventory of software and web resources	Splost funds – 80% IDEA Flow Through Funds – 10% District and school budgets – 10% Estimated cost - \$60,000/annually	Director of Special Education

Administrative Goals

<u>Administrative Goal 1</u>	The district will maintain a computerized Student Information System (SIS) to keep demographic, attendance, discipline, scheduling, and other student data efficiently and accurately.			
Strategies	Benchmark	Evaluation Method	Funding	Person Responsible
Evaluate and SIS alternatives to	Ongoing	A committee will review offerings	*Possible sources SPLOST funds –	Technology Director

<p>ensure fair pricing and an optimal feature set.</p>		<p>from multiple vendors and make recommendations to the BoE</p>	<p>100% one time cost</p> <p>Title II funds – 25%</p> <p>District and school budgets – 75%</p> <p>Estimated cost - \$45,000 one time</p> <p>\$15,000/annually</p>	
<p><u>Administrative Goal 2</u></p>	<p>District personnel will have access to telephone access in all classrooms and offices to facilitate communication between district personnel, parents, vendors, and other stakeholders. School level and district administrators, technology staff, and maintenance staff will have cellular phones to facilitate communication when they travel between schools and outside the district.</p>			
<p>Maintain the analogue phone lines and VOIP phone system in all schools and the district office.</p>	<p>Each school year, schools and the district office will experience less than 1% phone system downtime.</p>	<p>Technology work tickets.</p> <p>District level balanced score card.</p>	<p>SPLOST funds – 10%</p> <p>ERate funds for telecommunications – 90%</p> <p>Estimated cost - \$50,000/annually</p>	<p>Director of Technology</p>
<p>Improve current infrastructure to prolong current Mitel system life. The goal is to develop an</p>	<p>End of 2016</p>	<p>District level financial records</p>	<p>ERate funds for telecommunications – 90%</p> <p>District and school</p>	<p>Director of Technology</p>

ERate funded replacement plan for the year 2016			budgets – 10%	
			Estimated cost - \$200,000 (for infrastructure)	
<u>Administrative Goal 3</u>	The district will upgrade security cameras in all schools and at the BOE and on all school buses to protect district assets and reduce discipline incidents in these locations.			
Replace all closed circuit cameras district-wide with high resolution, network-based cameras/NVRs starting in 2013 and ending in 2015	DCHS and DES are complete. By the end of the 2014-15 school year, DMS and Davis will be online and fully integrated.	Technology work tickets School Discipline referral records	SPLOST funds – 100% Estimated cost - \$500,000 over 2 years.	Director of Technology
Replace/Upgrade video surveillance equipment at the high school and one additional site within the next three years.	High School completed by 2013 Second site by 2014	Evidence of bid process and completed contracts.	SPLOST funds – 100% Estimated cost - \$60,000-\$100,000 for each project	Director of Technology and Superintendent of schools
<u>Administrative Goal 4</u>	Investigate a records archiving solution that will reduce paper consumption and allow for appropriate storage and access to county office records.			
Fully implement an archiving solution to transfer paper records to a data	The goal of DCSS is to have some SoftDocs (document management		SPLOST funds – 100%	Technology Director and Associate Superintendent

warehouse according to state and local retention policies.	software/hardware in place and in operation by the end of 2015.			
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Parent/Community Use Goals

<u>Parent & Community Use Goal 1</u>	The district will maintain appropriate hardware and software to create and store all food service transactions, including providing parent access to their child’s lunch account.			
Strategies	Benchmark	Evaluation Plan	Budget	Responsibility List
Maintain food service servers, workstations, and parent access in all schools.	Annually, each school cafeteria will experience less than 1% downtime.	Technology work tickets	N/A	Director of School Nutrition
<u>Parent & Community Use Goal 2</u>	Each school will increase parent involvement in their child’s education and using available technologies.			
Staff members will increase use of SchoolCast, district/school websites, and explore the use of social media for increasing parent	Each school year the district will reevaluate the use of these technologies to ensure that their use is growing and reaching	SchoolCast logs, hit counts from school and county pages.	N/A	Director of Federal Programs

involvement and stakeholder engagement.	their intended targets.			
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System Readiness

<u>System Readiness Goal 1</u>	All teachers will participate in ongoing, job embedded professional development on integrating technology in the curriculum to increase student achievement.			
Strategies	Benchmark	Evaluation Plan	Budget	Responsibility List
Teachers will use appropriate instructional software and web resources with students consistently and pervasively.	Teachers will increase their technology use in the classroom as evidenced by their lesson plans and documentation from online resources.	Standards based classroom walk through results. Usage logs for online interventions, and lesson plan analysis.	N/A	Director of Federal Programs Principals
Provide professional development opportunities to all teachers and administrators. Opportunities include but are not limited to: - subscriptions to web based	By the end of the 2014-2015 school year, teachers and administrators will participate in at least 3 technology training events. For the most part, these opportunities	District level Professional Development records	Title II funds – 80% District and school budgets – 10% Title VIB funds – 10%	Director of Federal Programs

<p>technology training resources</p> <ul style="list-style-type: none"> - attending local, state, and national educational technology conferences - attending classes at RESA and ETC - training conducted by district Technology Specialists - training conducted by software company consultants 	<p>will take place at individual schools.</p>		<p>Estimated cost - variable based on need and availability of funds</p>	
<p><u>System Readiness Goal 2</u></p>	<p>The district will upgrade network equipment in each school to maintain and increase network speed and reliability.</p>			
<p>Evaluate and implement appropriate software to ensure network speeds of at least 1 Gbps on the network backbone and at least 100 Mbps in classrooms</p>	<p>By the end of the 2014-2015 school year, the district will have network monitoring software in all locations to prevent bottlenecks and reduce network</p>	<p>District level technology hardware inventory results</p> <p>Network monitoring</p>	<p>Splost funds – 10%</p> <p>ERate funds for interconnectivity and Internet access – 90%</p>	<p>Director of Technology</p>

and labs	downtime to less than 1% per year.	Software reports	Estimated cost -	
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III. Communication and Marketing

<p>The Dade County School System believes technology is a necessary component for communication in the 21st Century. Technology is a tool that can strengthen communication between stakeholder groups and strengthen teaching and learning in the classroom.</p>	
Component	The Dade County School System will:
<i>a. Communication/ Marketing</i>	<ul style="list-style-type: none"> <input type="checkbox"/> provide parent access to student assessment data through the system website. <input type="checkbox"/> provide teacher and administrator email addresses to encourage communication between schools and parents/community members <input type="checkbox"/> post the system’s mission and vision on the system website. <input type="checkbox"/> promote the technology available to parents in each parent resource room. <input type="checkbox"/> provide parent access to student nutrition account balances and online bill pay for student nutrition accounts. <input type="checkbox"/> post informational and achievement articles in the local newspapers on a regular basis. <input type="checkbox"/> showcase student and teacher achievements through website postings. <input type="checkbox"/> encourage teacher and parent communication through emails, teacher/school websites, newsletters, and phone calls. <input type="checkbox"/> post grade level curriculum benchmarks and scheduled testing dates for summative and formative assessments on the system website. <input type="checkbox"/> provide resource links to all stakeholders on the system website. <input type="checkbox"/> schedule two parent/teacher conference dates per year. <input type="checkbox"/> utilize stakeholder perception surveys to assess system and school climate. <input type="checkbox"/> post student, teacher, and conduct handbooks on the system website.

	<ul style="list-style-type: none"> ❑ Provide opportunities for stakeholders to volunteer in schools and be recognized through special events. ❑ provide school calendars on the system website that list important school year dates. ❑ allow community websites to use the system web address as an active link to further school information. ❑ rotate school council members to allow for more parent and business representation. ❑ invite parents and business members to attend faculty meetings and serve on district and school level leadership teams. ❑ be active in community organizations and groups. ❑ provide stakeholder access to state and board of education policies through the system and eboard website.
<p><i>b. Integration/coordination with long-range planning initiatives</i></p>	<ul style="list-style-type: none"> ❑ The Dade County School System Technology Team is representative of all stakeholders. The team consists of the Technology Director, Federal Programs Director, Special Education Director, Media Specialists, Classroom Teachers, Technology Specialists, Technology Coordinator, Administrators, Curriculum Director, and ESOL Director. The team meets regularly to collaborate and coordinate goals and benchmarks with available resources.

IV. Professional Development

Schools develop their Balanced Scorecard/School Improvement Plan and identify appropriate professional development activities to support their targets. All schools are engaged in practices and professional development that involve extended activities: specific in-service days, collaborative team meetings within individual schools, online staff development programs, system-wide workshops, job-embedded professional development during the workday, and programs involving Dalton State Educational Technology Training Center and Northwest Georgia RESA.

Professional development opportunities are conducted regularly for teachers and administrative staff in content and pedagogical areas, especially in the areas of math and language arts because of *No Child Left Behind*. Interested teachers are offered opportunities for certification in gifted education through courses offered by NWGA RESA onsite in the system. Staff members also participate in online staff development through PD360. All professional development is directly tied to our Balanced Scorecard targets and school improvement plans.

The Dade County School System ensures that funds are spent on scientifically and/or evidence-based

practices and products for all programs including the purchase of technology and technology tools. The system provides technical assistance/professional learning on how to assure programs are scientifically based for school and central office leadership personnel. The professional learning activities focus on programs and materials selection as well as providing general leadership to teachers and other school personnel for implementing scientifically based practices. RESA and the DOE provide School Improvement Specialists who work with the system and individual schools with identifying and implementing research-based best practices. School improvement teams and the system leadership team identify areas of weakness and evaluate effective schools research to identify programs, materials, and training that are effective and reliable according to standards-based research. Preference shall be given to those activities that provide ongoing support and that provide an opportunity to implement, review, revise, and retrain. The redelivery model is used to train teachers and administrators.

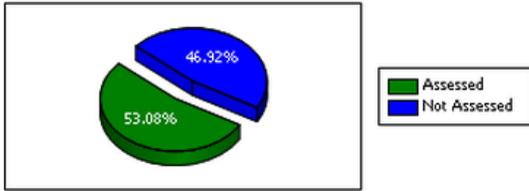
System-wide professional development in the areas of reading, reading readiness, writing, writing readiness, math, math readiness, the new Georgia math curriculum, and classroom management is coordinated by the central office.

Funding sources for professional development include a variety of sources. Professional development is supported by Title I, Title II, Title IV, and local funds. Funding for the two technology specialists who conduct some of the professional development derives from state and local funds.

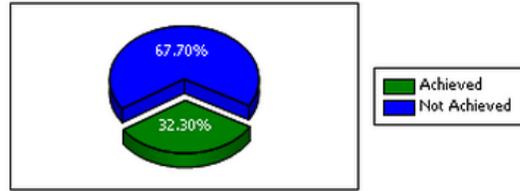
V. 8th Grade Technology Proficiency Assessment

The Dade County School system uses the 21st Century Skills assessment and Technology Literacy Assessment to evaluate technology skills for students in 8th grade. With the adoption of CCGPS standards, we anticipate greater use of technology as many skills are embedded in the new standards. Our district CTAE Coordinator is actively seeking out new ways to introduce students to career paths at an earlier age and offer basic computing classes as early as elementary school. As seen below, not only were student scores lackluster, there were relatively few tested. Our first goal is to increase participation in 8th grade and offer hardware and software support to the middle school to close the gap that was outlined earlier. Old CTAE machines are going to be repurposed at the middle school to allow greater access and the elementary schools are going to continue to use various funding sources to reduce student/computer ratios.

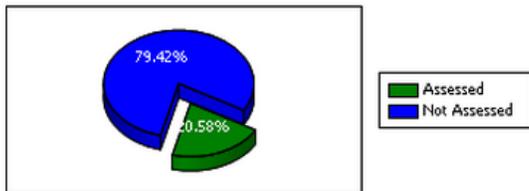
21st CENTURY SKILLS ASSESSMENT
8th Graders Assessed



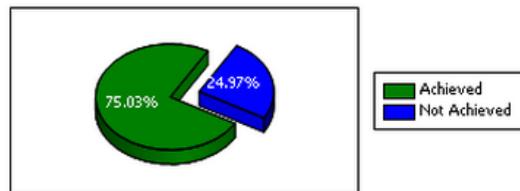
21st CENTURY SKILLS ASSESSMENT
8th Graders Achieved



TECHNOLOGY LITERACY ASSESSMENT
8th Graders Assessed



TECHNOLOGY LITERACY ASSESSMENT
8th Graders Achieved



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.

Is Plan Descriptor Revised?

Funding sources for each goal associated with the District Technology Plan are indicated in the documentation for CLIP item #28. The district will use a combination of Title I, Title II, E-Rate, SPLOST, and local funds to meet the technology needs of our district. In addition to using establish purchasing procedures to ensure fair pricing, the district is also using off-lease equipment, when practical, to expand access to technology.

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.

Is Plan Descriptor Revised?

The district will conduct an annual survey of staff regarding their perceived level of technology integration. School level and district administration will conduct periodic walk-through observations using the TKES and school level instruments to evaluate the degree of technology integration throughout the district. Student performance on 21st Century Skills assessment and Technology Literacy Assessment will also provide data on technology integration. See descriptions in #4, #7, and #28 of this document; #4 Technology goals, benchmarks, and timelines; #7 Technology uses and integration; and #28 Technology evaluation procedures and dissemination.

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).

Is Plan Descriptor Revised?

The district uses Title II Part D funds when available to provide online courses for faculty and staff in how to effectively integrate technology in the classroom. The district conducts an effective strategic planning process to determine the needs of the system in terms of improving student achievement. Using data to drive decisions and creatively determine solutions is a focus of the planning process. Once priority needs are identified and research-based strategies planned, the funding to meet the needs are determined. While not funded with Title II, Part D funds, note should be made that the system allows students to participate in Georgia Virtual School if course rigor and curricula is limited in meeting student needs. Also the system makes use of Odyssey Ware and Credit Recovery, both web-based programs that provide the student with an alternative setting to remediate or complete course offerings.