

LEA Consolidated Application

District Code: 650 **District Name:** Echols County
Fiscal Year: 2017

Plan Descriptors

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

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

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

Echols County is a small, rural county in South Georgia bordered by Florida on the south and the Okefenokee Swamp on the east. According to 2014 Kids Count Data, 50.2% of Echols County's children live in poverty. Although ECS consists of two schools, Echols County Elementary/Middle School (ECEMS) and Echols County High School (ECHS), are located on an adjoining campus, and share a media center and lunchroom. ECS total enrollment for the FTE 2015-1 was 819. Student population by ethnicity for ECEMS & ECHS is white 44% and 63% , Hispanics 49.8% and 33.2% , Blacks 2% and 1.7% , and other 1.3% and 0.9% respectively. Echols County has a large migrant population. ECS diverse population for FY16 included the following: migrant (110 students), ELL (165 students), special education (79 students) and gifted (55 students) programs. ECEMS and ECHS are both schoolwide Title I schools: as such, all students benefit from Title I-A funds. Furthermore, students may be eligible for additional services through appropriate programs (*homeless,* migrant, ESOL, ED, SWD, gifted, RtI, IEP, etc.).

Provide a summary of how the needs assessment is conducted:

The annual needs assessment is conducted near the end of the school year. All stake holders are invited to attend. Teacher, administrator & paraprofessional surveys collect data for all federal programs that relate to school improvement. These surveys are placed on Survey Monkey. The stakeholder survey is a paper and pencil survey and administered during a local community meeting. Parent surveys are paper & pencil surveys sent home in English & Spanish. Migrant Parent Surveys are conducted during a Parent Advisory Council (PAC) meeting. All survey results are tallied and along with additional data utilized during the Data Retreat Workshop. In early summer all stakeholder groups are invited to the Data Retreat Workshop to assist with analyzing data resources. Letters are sent home with students inviting parents, the meeting date and time is place on the signs at both schools and posted on the system website. The Federal Programs Director gathers all data into a notebook for each

participant. This data is utilized during the Data Retreat Workshop to identify school needs and develop a Professional Learning Plan, Georgia Professional Standards Commission Equity Reports, Schoolwide Plans, the C.L.I.P. and budgets. During the summer implementation begins and teachers are informed during preplanning of the identified needs of each school obtained through results of the needs assessment.

Data Sources Used

In addition to state and local test result and school reports the following data is utilized in developing, implementing, monitoring, revising and evaluating ECS Equity Plan and CLIP:

- HiQ2 Report
- Equity Technical Assistance (ETA) Report
- Needs Assessment Survey
- FTE Reports
- Class Size Report
- Certified/Classified Personnel Information (CPI)
- Stakeholder Survey
- Parent Survey
- Migrant Parent Advisory Committee (PAC) Survey
- Teacher evaluations
- Student discipline records
- Student attendance records
- ESOL, Migrant and Special Education reports
- Previous year's CRCPI
- Previous Year's Professional Learning Plan
- TKES & LKES reports
- Equity Profile Data

Student Achievement:

Overall students at ECS are performing lower in Math and ELA. State assessment data show that ECS student's lexile scores are low. Only 68% of ECS High School students Lexile scores are above 1250 in 11th grade, 65% of ECS middle school student are above 1050 in 8th grade, 74% of ECS elementary students are above 850 in the 5th grade and 43% of ECS elementary students are above 650 in the 3^r grade. Across the district, 68% of the students are performing at level 1 or 2 in ELA, 66% of the students are performing at level 1 or 2 in Math, 59% of the student are performing at level 1 or 2 in Science and 60% of the students are performing at level 1 or 2 in Social Studies. In addition, we have subgroups that are performing below average as well. ECS migrant students are performing noticeably lower on the Georgia Milestones in all areas. In addition, there is a gap between Hispanic and non-Hispanic percentage of level 1 scores in all subject areas. ECS White students in 9th grade Lit, American Lit and Biology did not meet sub group performance targets. ECS white students did not meet subgroup or state performance targets in Geometry, Physical Science, or US History. ECS Hispanic students did not meet state performance targets in 9th grade Literature or Algebra.

ECS Hispanic students did not meet state or sub group performance targets in Geometry, Biology or Economics. In Middle school, ECS Hispanic students did not meet state or subgroup performance targets in ELA, Math, or Social Studies. ECS middle school Hispanic students did not meet state performance targets in Science. ECS elementary Hispanic students did not meet state or subgroup performance targets in ELA, Math or Science. ECS elementary students did not meet subgroup performance targets in Social Studies.

Summary of Professional Learning Needs:

ECS does not have any schools designated for needs improvement and are not required to meet any professional learning directives. Based on our needs assessment our teachers need professional learning on the following topics:

Increasing Lexile scores

Differentiation

Maximizing use of support staff

Instructional strategies and best practices in core academic areas

Meeting the needs of all learners (ESOL strategies, gifted strategies, RTI strategies, technology integration)

Positive Behavior Interventions and Supports (PBIS)

Professional Learning Communities

Teacher/Leader Retention and Recruitment:

Recruitment

ECS is fortunate to be within 25 miles of Valdosta and Valdosta State University (VSU), the home to one of Georgia's leading colleges of education. Many of our teachers and leaders are graduates of VSU, with a large percentage of them holding graduate degrees and advanced certification. Additionally, many of our teachers live in Valdosta, which offers advantages such as continuing education and shopping, and ECS is located less than 100 miles from the beach, Jacksonville and Tallahassee. All of these appeal to prospective ECS teachers. Vacancies are advertised on Teach-GA. At this time there are no recruitment needs for leaders. Our current principals have been at Echols County Schools for multiple years. We have experienced some turnover in the Assistant Principal position. However, we have had no trouble finding qualified candidates. Additionally, we have a few teachers holding leadership degrees aspiring to become assistant principals and principals.

Retention

ECS is very successful in retaining leaders. ECEMS and ECHS principal retention is 100%. ECS is very successful in retaining effective, highly qualified teachers. ECS retains teachers for the same reasons it has little difficulty in recruiting teachers when needed (see II.3.g). ECE/MS = 90%; ECHS = 93% . Currently all personnel needs are met with qualified teachers.

Teacher Experience and Effectiveness

Elementary: 14.9 years

Middle: 12.9 years

High School: 14.7 years

Based on our teacher experience data it is clear that we have a large amount of teachers with several years of experience and teachers that plan on making teaching a career. We have 4 teachers (one in high school, one in middle school, one in elementary school and one migrant teacher) with 3 years or less experience. Currently we have 5 teachers teaching with 25 years or more experience. With 5 teachers possibly retiring within the next 5 years we will need to stay in communication with them and have a plan for quality replacement. We have very little turnover in the Echols County School District. We rarely have multiple teaching positions open at each school.

Based on TKES evaluations, teachers in Echols County Schools prove to be effective. Below you will see the data for each school that supports the effectiveness of our teachers. The data report used to obtain this information was Proficiency Analysis Report.

Echols County High School:

Domain:

Planning: 94% of the teachers were evaluated at Level III or above.

Instructional Delivery: 94% of the teachers were evaluated at Level III or above.

Assessment for Learning: 94% of the teachers were evaluated at Level III or above.

Learning Environment: 94% of the teachers were evaluated at Level III or above.

Professionalism and Communication: 100% of the teachers were evaluated at Level III or above.

Echols County Elementary/Middle School:

Domain:

Planning: 100% of the teachers were evaluated at Level III or above.

Instructional Delivery: 98% of the teachers were evaluated at Level III or above.

Assessment for Learning: 100% of the teachers were evaluated at Level III or above.

Learning Environment: 98% of the teachers were evaluated at Level III or above.

Professionalism and Communication: 98% of the teachers were evaluated at Level III or above.

Factors that Impact the Learning and Work Environment:

Overall ECS has a great climate to work in. ECMS and ECES both received 3 stars on the climate rating. ECHS received 4 stars on the climate rating. ECS provide students with supports that they need. We have ESOL, Migrant, SPED, remediation, intervention and gifted programs. We use staff to push in and pull out. Our teachers also offer after school tutoring when the need arises.

ECS has a large ELL population. Language is often a barrier for our ELL students. Most of our ELL students are in elementary grades. Thus this barrier is more apparent in elementary.

At ECS we utilize class size reduction to keep the class sizes small so that our teacher can incorporate small group teaching strategies, hands on learning, and meet the individual needs of our student.

Average Class size:

Elementary: 17.2

Middle School: 17.2

High School 20.1

Title II, Part A Administration

Prioritizing funds

The Echols County School district does not have any schools that are designated for school improvement. The district does not have a fiscal requirement to provide professional learning. Thus we do not have any schools that will receive priority when we are budgeting funds. The

focus of our federal funds will be based on the list of prioritized needs listed above that was derived from the comprehensive needs assessment.

Needs Assessment/Consultation

The Echols County School district does have a needs assessment plan in place. However, it needs strengthening. Since the federal programs director is fairly new, funds may be used to contract with someone who could help to improve the process.

When conducting the needs assessment community members and parents complete a survey. However, when it comes to analyzing the data and the decision making process they often do not come to the meetings.

The Echols County School District needs assessment process could be strengthened by having more input from the community and parents when analyzing data and making decisions. In addition, the process could be strengthened by having more active participants in collecting and organizing data. Funds may be used to contract with a person experienced in leading the needs assessment process to help strengthen and make Echols County Schools needs assessment more effective.

Internal Controls

The Echols County School District has written procedures for conducting a needs assessment. In the written procedures, data sources are listed and procedures for collecting data are addressed. The procedures need to be strengthened. The Echols county School district is looking at the possibility of contracting with someone to help improve these internal controls and streamline the needs assessment process. The Echols County School District was cross functionally monitored in FY 14. There was a finding in the needs assessment process. The finding stated there was no evidence that a needs assessment and planning processes are done in collaboration with key stakeholders. The needs assessment process is an important process in improving student achievement. The Echols County School District will work towards strengthening and streamlining this process in order to continue to improve student achievement. ECS has no needs that have been addressed at this time through monitoring or audit reports.

The Echols County School District Title IA, Title IIA. Title IC, Title VIB REAP Director and Title III director are fairly new to the job. The Title IA, Title IIA. Title IC, Title VIB REAP Director attended the annual Title conference for the last two years and will continue to attend. In addition, she attends all regional meetings and trainings as well as GCEL (for the past two years) and will continue. The Title III director attended the annual conference in FY 15 and attends all regional Title III meeting and trainings.

Prioritized List of Needs –

1. Factors that Impact The Learning and Working Environment:

- Provide intervention and lower student to teacher ratio in core academic areas in middle school and high school. (class size reduction)

2. Professional learning –Student Support and interventions and Equity Intervention PL-1:

- Improve teaching strategies for diverse learners. (ESOL strategies, gifted strategies, co-teaching strategies, differentiation instruction, technology integration)

- Improve behavior using Positive Behavior and Interventions Supports

3. PL – Teacher Development

- Improve performance in core academic areas. (CCGPS core academic strategies, GSE academic strategies, Reading Strategies, CCGPS Core Academic strategies, Reading Strategies/Reading Fluency--Lexile Scores, Math Fluency/Math common core strategies, writing strategies, STEM strategies)

- Improve the effectiveness of classroom assessments and utilization of data.(Assessment Uses and Strategies)

- Improve teacher effectiveness using Professional Learning communities.

4. Equity Intervention PL-3

- Provide Targeted School Leader Development to address teacher needs such as teacher attendance rate

Is Plan Descriptor Revised?

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

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

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

difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments;

a.

To determine the progress being made toward meeting the CCGPS (Common Core Georgia Performance Standards), GSE (Georgia Standards of Excellence) and GPS (Georgia Performance Standards) for all students including migrant, SWD, ESOL and homeless, Echols County Schools' (ECS) assessment program includes high-quality assessments. The STAR test is used to identify reading levels on fiction and nonfiction materials; Georgia Milestones results indicate a student's mastery level of GPS/CCGPS and determines a Lexile Score. Renaissance Place (formerly Accelerated Reader) is used K-12 to assess reading comprehension. Teacher-made tests are administered at the discretion of the classroom teacher. The Georgia Milestone EOG's are given in the spring of each year. while Georgia Milestone EOC's are given at the end of each semester and AP tests are administered in the spring . The Georgia Milestones, ACT, SAT, Benchmark Tests, W-APT, ACCESS and performance based tests are given as indicated by state mandate and school plans. In addition, teacher made tests, rubrics and computerized assessments are utilized. New data will be gathered by Georgia Milestones which will replace the CRCT, EOCT, and Writing Assessments in grades 3, 5, and 8 in FY15.

Teachers utilize the SLDS website to analyze student assessments. Individual test data for all students is available to a student's parents on the ECS Parent Portal, at parent conferences in collaboration with administrators, teachers, parents, and individual students or through letters mailed. Disaggregated data may be published and made public to parents through the county newspaper (*Echols ECHO*), classroom newsletters, Board of Education report, school website, Title I Brochure and/or community meetings. The ECS Parent Involvement Policy strives to involve parents, teachers, and students in the academic progress of their student by keeping them informed.

b.

These same assessments assist in diagnosis, teaching, and learning in the classroom. In order to make instruction data driven, teachers have access to SLDS data as well as other data. The RtI specialist meets regularly with grade level teachers and assists in developing interventions for students needing assistance in academics and/or behaviors as determined by the student's performance on assessments, discipline referrals and teacher observation. Students may be monitored for periods of time and/or referred for further testing. ECS employees a part-time psychologist to conduct screening and diagnostic assessments for all students, including economically disadvantaged, minority, migrant, SWD, ESOL and homeless, who need additional assessment following RtI intervention. SWD are presently being served in an inclusion model and a minimal number resourced. Students with severe and profound disabilities are in a self-contained classroom. SWD may be enrolled in grade level courses, and any modifications are noted in each student's IEP. Test Data is used to assist in diagnosis, teaching, and learning. Intervention classes are set up in grades 6-8 for students experiencing

difficulty in reading and math. Eligible students 5-12 may attend academic summer school for credit recovery, remediation or acceleration.

c.

Assessment data may be used to determine revisions needed to projects. Differentiation, for all students, including economically disadvantaged, minority, migrant, SWD, ESOL and homeless, or IEPs will be utilized in all projects to enable all students served under applicable federal programs to meet Georgia student academic achievement standards. The effective use of technology is a critical component of differentiation serving as a foundation and support for all areas. The effective use of technology is a critical component of differentiation serving as a foundation and support for all areas. Migrant PFS student data is monitored every 4 ½ weeks in order to determine if changes need to be made. Teachers may receive additional training on differentiation during school year by attending conferences, utilizing Online Professional Learning modules, TKES platform training, and/or consultants. ECS's main focus is on the standards based classroom. Teachers will continue training for the CCGPS standards and GSE standards. ECS reviews each project at various times during the year to determine its effectiveness in increasing student achievement

d.

ECEM school has identified the lowest 25% of students at each grade level to receive intensive intervention in reading. All students who are identified as at risk k-12 (EIP in grades K-5 and remedial in grades 6-12) may be placed on a watch-list and later, if necessary, referred to the RtI Specialist where protocol is followed to monitor students through the 4 tiers of intervention. Additionally, Priority for Service (PFS) migrant students are served in the In-School Tutoring Program while others may be monitored closely by SSPs. Echols County Schools (ECS) utilizes the Home Language Survey to begin the process of identifying ELL and ESOL students. When students return to school each year or enroll in ECS, the registration packet includes the Home Language Survey. The initial identification of students whose primary home language is other than English, should be forwarded by each school office to the attention of the ESOL program coordinator. A copy of this survey is kept in the permanent record for every student and copies go to the ESOL teacher. The ESOL program coordinator will first determine if the student has previously been screened for language assistance services. The ESOL program coordinator will contact the students' former teacher. The ESOL program coordinator will first determine if the student has previously been screened for language assistance services. The ESOL director will contact the students' former school to gather information and documentation. If documentation is obtained to demonstrate that the student was served then the student's services shall continue in ECS. When a student has not been screened Federal law mandates testing based on the results of the Home Language Survey and Georgia uses the W-APT for this purpose. A low score on the W-APT identifies the student as ESOL and makes him/her eligible for participation in the ESOL program. In the spring, ESOL student will be tested again to determine progress and/or exit the program utilizing the ACCESS test.

ECS utilizes SLDS, progress reports and report cards and benchmark tests as well as state and nationally normed tests to identify students who are at risk of reading or math failure or having difficulty reading. A intervention program serves K- 8 grade students. The Student Information System (SIS) Coordinator/ data record clerk enters the Home Language Survey information into the SIS. Migrant students are identified yearly during registration and resigns. SWD, ESOL and migrant students' records are flagged as such making it easier to pull reports on these students and follow their progress or lack of it.

Teachers differentiate assignments for SWD, ESOL and PFS students appropriately with help from special education, ESOL or migrant SSPs help to prepare at-risk students for assessments.

Is Plan Descriptor Revised?

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

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

The purpose of this national assessment is to gather information that will aid educators, legislators, and others in improving the education experience of youth in our country. Its primary goals are to measure the current status of the educational attainments of young Americans and to report changes and long-term trends in those attainments. Other goals include disseminating assessment methods and materials and assisting those who wish to apply them at the local, state and national levels. Although the primary purpose of the assessment is to document patterns and trends in student achievement, the project is also able to inform educational policies by collecting descriptive background information from students, teachers and school administrators. In the event ECS is selected to participate in the National Assessment of Educational Progress (NAEP), ECS will comply with all stipulations of the assessment. The GaDOE will assist ECS with analyzing the NAEP data. ECS will take the results and compare with the national results to identify areas of student weakness in order for data to be addressed with solutions that will improve all test scores for all subgroups (homeless, migrant, ESOL, ED, SWD, gifted, RtI, IEP, etc.).

Is Plan Descriptor Revised?

4. Title II, Part D; E-Rate

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

ECS system progress and general evaluation results may be disseminated through regular mail, brochures or flyers, parent conferences, classroom newsletters, local radio station and community meetings. Additionally, ECS may utilize the following as stated in the Three-Year

Technology Plan:

*The Echols County Schools Annual Report, available to all citizens, contains extensive information on the role technology can play in helping students learn. Updating of the information provided will be completed yearly to reflect current information.

* The *Echols Echo* (community newspaper) staff coordinates press coverage of technology news, test results, and progress within the system as well as information being presented on the system website and newsletters sent out monthly.

* Web pages have been prepared and are updated regularly to share technology information with stakeholders through event calendars, news articles, CCGPS standards and technology plan.

* The Echols County Schools Technology Department will participate in technology-related presentation at Parent Teacher Student Association meetings.

*The automated phone system (ShoutPoint) is used to call home to notify parents of student absences from school. The system is also used for emergency notifications, announcements, changes in schedules or any other important announcement. Phone announcements can also be bilingual to aid our large Spanish speaking population.

*Additional technology solution to address curricular needs will be identified as part of the overall strategic planning process in conjunction with the Title programs and CLIP.

*We will maintain the Infinite Campus Parent/student Portal to provide parents and students with timely access to student grades and attendance.

* Our teachers and administrators have district provided email access to communicate with parents, students and community. High school students have district purchased email accounts to communicate with teachers and faculty, to apply for post-secondary financial aid and complete applications.

* Members of the Echols County Schools staff attend and participate in local and state activities related to technology

ECS student feed-back through surveys or discussion groups is the best way to disseminate the role that technology plays in their achievement. Students respond positively to classes that utilize technology, especially hands-on technology. Echols County Schools has implemented computer awareness classes through the use of early elementary and middle school exploratory programs to introduce formal keyboarding and technology integration. With four stationary computer labs and four computers in each classroom, students have ample access to technology. ECS has instituted formal keyboard training for Kindergarten through fifth grade students using a variety of free online websites to learn keyboarding techniques and speed drills. Students learn to use Microsoft Office Suite through project based learning. ECS has

instituted digital literacy solution for grades 6-8 to prepare students for online assessment, school, college and the workplace using Learning.com, a web-based product. This product incorporates engaging project based learning experiences in all the core subject areas. Inquiry is the module in Learning.com that incorporates a technology skill pretest before each project, students conduct research, use critical thinking skills, and use multiple technologies to complete their project. Students then reflect upon their learning in a final self-reflection assignment period. EasyTech is a complete solution for student digital literacy, integrating 21st century skills in core instruction (including national technology standards), and preparation for success on next-generation assessment like PARC and Smarter Balanced! The entire EasyTech library is available on topic or grade level, with specialized groupings of content for PARC, Smarter Balanced!, Online Safety and Keyboarding. Classroom teachers can use this curriculum to develop computer literate and technology savvy students while at the same time reinforcing National and State academic standards. This powerful combination assists the classroom teacher with practical computer lab activities and exercises that reinforce not only what is being taught in the classroom, but also what is being tested and measured annually. ECS has expanded this training with the addition of career planning for career research and portfolios. The goal is to provide an easy-to-use platform for developing computer literacy and applied technology skills. Echols County High School currently has two wireless mobile labs and Echols County Elementary/Middle School has two mobile wireless labs (beginning phases of 1:1 computing)—reserved through checkout method.

ECS must continually seek ways to increase student access to digital learning. To keep up with this need is a significant challenge to this small, rural system, ECS applies for E-rate funds that may be used towards additional purchase of high speed bandwidth access, infrastructure upgrades and upgrades to hardware that support the integration of curriculum and technology.

Is Plan Descriptor Revised?

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

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

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

a.

All students receive instruction in all content areas from the regular classroom teachers to the extent possible. Disadvantaged students, migrant students (identification begins at school enrollment with the Parent Occupational Survey), Limited English Proficient (LEP- identification begins at school enrollment with the Home Language Survey) students, and students with disabilities (SWD) are served by a school-wide Title I program model and these students' academic education may be supplemented with an additional program for which they qualify. RtI follows any student as he/she is identified to see that he/she makes significant and appropriate grade level achievement as he/she moves through the four tiers of intervention. Formative assessments are used as needed. Teachers are available to provide additional help to any student who requests it before and after school. Any student K-8 who is struggling with reading or math receives intervention each day. A certified teacher (SSP) who assists PFS migrant students (grades K-12) and three SSPs (K-12) who assist students in in-class tutoring program. School readiness program in the home setting is available for migrant children 3-, 4- and -5-yrs. old who were unable to enroll in ECS Pre-K or any other preschool program. Migrant students may be eligible for assistance for acute medical and dental problems. Limited English Proficient (LEP) students are served in the Title I school wide program, receive instruction from one of three ESOL certified teachers in a pull-out model or in a regular classroom with teacher who has ESOL endorsement. ECS plans to purchase a new, ELL, supplemental curriculum that aligns with the new reading curriculum for lower grades. The ECEMS Assistant Principal and ECHS Principal assists with SSP and ESOL teachers' daily schedules to ensure that instructional tutoring for both these groups is maximized. Special services may be needed for SWD from a special education teacher, paraprofessional or other professional (i.e. physical therapy, speech, etc.) if dictated by the student's IEP; however, ECS utilizes an inclusion model for most SWD. Some SWD, as well as, severe and profound are served in a resource room. In K-5, students who are deficient academically and who are possibly eligible for EIP are served as determined by the EIP guidelines. CSR teachers are hired in middle grades, high school ECS believes Pre-K is the place to begin reaching students to ensure that they excel in later grades. Two Pre-K lottery funded classrooms are located on campus. When funding is available, migrant and ESOL students as well as other at risk students may be enrolled in an after school program. ECS conducts a 20 day summer school that targets all students 3-12 who have not experienced academic success during the past school year.

Spanish-speaking students and parents are provided a translator, bilingual text, or materials as needed. Some document translations require ECS to contract with an additional person in order to provide material in a language parents can understand. GaDOE MEP Region 2 Office provides in-service for school personnel and assists with supplement and integration of programs.

ECS utilizes the Alternate Behavior Educator (ABE) Behavior Management System for grade K-8. ABE will be available to use in 9-12. The purpose of ABE is to offer practitioners research-based behavioral interventions as a model for students who are at risk for social and academic failure. The tool helps educators identify, teach, track and progress monitor students

who are behaviorally challenged.

b.

ECS Technology Plan Goal 1: Continually update, improve, and maintain modern technology access Benchmark: 100% of the academic and CTAE classrooms will use technology appropriately to assist in delivering instruction and students will have 100 % access to use technology appropriately with classroom activities (ie. Projects, products, research and presentations).

ECS Technology Plan Goal 4: Increase the application and use of technology to enhance job performance and productivity

ECS Technology Plan GOAL 6: To utilize technology to support the professional growth of all staff, which will result in maximum learning for all students.

Strategies to accomplish these include the following: Purchase netbook/iPad/tablets technology for instructional purposes to continue to increase availability to HS; purchase charging carts for netbook/iPad/tablets as needed for implementing 1:1 computing; provide access to updated computer workstations, data projectors, student response systems, and other multimedia equipment for instructional purposes district-wide; maintain, support and monitor wireless access points to K-8 school and high school campuses; maintain a system-wide firewall and content filter; maintain system-wide virus protection; continue to provide the communication system that provides automated phone calls for emergency notification and informational announcements and attendances notices; continuous review of software programs and online resources will be conducted to provide teachers and students with effective and engaging programs for use in the classroom; purchase Assisted Technology as needs are identified; and purchase professional development for netbook/iPad/tablet equipment and upgraded software; provide students with an increased amount of technology-connected assignments; and purchase software update, training and accompanying materials that support research-based instructional strategies in each curriculum area based on needs assessment and software version releases, provide teachers and administrators digital devices and training to increase productivity.

The age of our computers is a concern when trying to plan for future digital access and online assessments. Funding for instructional hardware and software to support the school system's network may include Title I-A, Title I-C, Title II-A, Title III-A & Title VI-B along with grant opportunities, E-rate and the option for the district to secure a five year lease/purchase loan. Due to budget cuts, five-year loans have not been refinanced. We have two mobile laptop carts that are seven years old and each has been replaced during the 2015-2016 school year using Title 1A funds. In addition , we added two wireless mobile labs at the Elementary/Middle School, also using Title IA funds. We purchased new computers in 2010 and in 2005 that have upgraded motherboards, processors and memory rather than purchasing a replacement. We currently support 584 instructional computers 95% are 5 years old or older)

and 44 administrative computers (82% are 5 years old or older).

c.

No Title I, Part A; Title II, Part D; Title III; IDEA funds are used to support an after school program (including before and after school and summer school). Title I, Part C funds may be used to support a migrant after school and/ or summer school program.

Is Plan Descriptor Revised?

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

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

ECS will coordinate programs under Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D (when available); Title III; Title VI, Part B; IDEA to support technology.

Echols County Three-Year Technology Plan GOAL 6: To utilize technology to support the professional growth of all staff, which will result in maximum learning for all students.

Aside from mandated district/school training initiatives, teachers can select technology training through self- assessment of their needs. Incorporated into our Technology Plan are Goals and Strategies that ensure educators are prepared to successfully use and integrate digital learning into their instruction. The school will be collecting data to determine if there is a need for a full time technology integration support specialist as part of the movement toward digital support systems. The indication through the Resource committee that was formed in 2015-2016 and results from the committee's survey of teachers indicate a desire for increased access to technology which would then support the need for additional personnel to support the technology and professional learning that would need to take place before and during the planning, implementation and sustaining of 1:1 computing. The Category 2 e-rate funding is dedicated to providing robust infrastructure to provide for planned needs. ECS applied for and was awarded Category 2 funding in 2015-2016 that upgraded wireless infrastructure at both schools. ECS applied for and is awaiting award of Category 2 funds for 2016-2017 to further upgrade the infrastructure to support wired and wireless infrastructure. ECS has also applied for the connection for Classrooms Grant since its inception. ECS was not awarded Tier 3 money, but due to the fact that ECS applied for and was denied funding, ECS was awarded reimbursement for local portion of 2015-2016 E-rate.

In order to understand and diagnose the needs of the instructional staff, various stakeholders monitor the frequency and range of technology use, across all grade-levels and curriculum

areas, throughout the school year. As a result, future training recommendations are made. (Refer to Tech Plan, pg. 9-10;21)

The Technology Department participates in on-going professional learning , in order to stay informed on current trends, issues, software, hardware, etc., and to best support teachers and digital learning.

Annually, Echols County Schools develops and conducts a Needs-Assessment and updates or revises the Professional Learning Plan. The Curriculum Director, Federal Programs Director, Professional Learning Director, the Superintendent, Technology Director, Principal, Assistant Principal(s), teacher representatives including special education, Special Education Director, ESL representative, migrant representative and CTAE coordinator meet as a continuation of the School Leadership Team. Meetings that have previously been held to discuss, analyze and identify school and system needs based on the annual Needs Assessment data (see Descriptor 1). Parents and other stakeholders are invited to participate in the process. ECS develops a Professional Learning Plan based on identified needs utilizing funds from all federal programs as appropriate.

Professional development will be available for teachers to acquire the knowledge and skills needed to integrate technology into a challenging curriculum which addresses students' specific needs, learning styles, and developmental levels. Professional development will be relevant, based upon identified needs (in the local Technology Needs Survey, the Speak Up Survey, GaDOE TKE/LKE Electronic Platform and the Needs Assessment Surveys), teacher and administration requests, and will develop those capabilities identified in the International Society for Technology in Education Standards for Teachers.

The Echols County School System consists of one K-8 school and one 9-12 school. According to an annual hardware inventory all classrooms and offices have computers with Internet access. The Echols County Board of Education and all instructional areas are equipped with wireless infrastructure. The current state of technology hardware is as follows: the standard for the school system for most classrooms is four computers per classroom and one teacher multi-media workstation, a combined four stationary computer labs on both campuses, one Business Education lab, individual desktop and laptop computers and an iPad for each administrator, two mobile-wireless labs at ECHS and ECEMS each containing a wireless printer, and a computer to student ratio of 1:1.04 in high school and 1:1.51 in elementary/middle school.

All classrooms are equipped with current modern technology consisting of interactive Smart boards, class response systems, laser printer and a ceiling mounted LCD projector. Other technology equipment that may be available for check-out includes laptops, scanners, digital cameras, document cameras, digital video cameras, and special education adaptive technology. Teachers use iPads, where available, in the classroom as supplemental instruction. Administrators use iPads for mobile access to SLDS, student information system, monitoring school systems (surveillance system and HVAC system) and GaDOE TKE/LKE Electronic Platform. Despite reduced budgets and cuts to Federal funds in the last few years, we have been able to maintain that level of access across the system in grades K-12. It is hoped that

appropriately leveraging all of our resources we will be able to achieve 1:1 status over the next 4 years.

Student information is accessible from computers or mobile devices through the Cloud to district and school personnel. District administrators, school administrators, and other designated personnel will have access to email, calendars, student messaging and student information services from these devices.

Parent access to Parent Portal in Infinite Campus has been an asset to parents for access to their child's grades, attendance and schedule and school/district announcements. Schools and the district can communicate with parents via phone and email messages using ShoutPoint. The district and school websites have posted announcements and information specific to the sites for community, parents and students. Teachers also post information and assignments for students and parents on their web sites.

School buildings (ECEMS and ECHS) are on adjoining campuses with the Board of Education office a quarter of a mile away. All school system buildings are networked with fiber connectivity and is 100M per school (total 200M) for the district. Network drops are present in all classrooms, computer labs, media center, offices, conference rooms, auditorium, cafeteria, and other instructional areas. Classrooms have Internet access along with data and video capabilities through the local area network. All of the network components are maintained by the technology department. The technology department consists of one district Technology Director, one Network Administrator, and one Technology support specialist that provides academic and instructional support to the Board office and school system and manages all trouble-shooting issues through an online system of work orders.

The following describes resources that address system initiatives which are involved in planning and deployment: Student Information System, Special Education Program, Media Center Program, Cafeteria Program, Productivity Programs (Microsoft Office), System Website, Classroom Technologies (CPS, SmartBoard, Wireless Connectivity, laptops, iPads), distance learning capabilities (through GA Wiregrass Technical College, Georgia Military College, and Georgia Virtual Schools), Emerging Technologies (AR/QR/VR, 3-D Printing, applications development, gaming). SLDS including the Teacher Resource Link (TRL) and Learning Object

Repository (LOR); and supplemental/remedial software.

ECS has made a concerted effort to equip all classrooms and labs with current technology. However, with the rapid changes in technology, the adoption of the CCGPS and GSE (Georgia Standards of Excellence), possible online textbooks/resources taking the place of printed-materials, and the push for online assessments to be at 100% it seems there will continue to be a critical technology need for ECS to upgrade existing infrastructure and equipment. Applying E-rate funds and applying for the Georgia Technology grant Grant (CFC) over the last three years has provided for updating wireless infrastructure and updating and adding additional wireless access points to the wireless network at ECS in 2015-2016, along with GADOE providing 100M/ school to increase the district bandwidth in July 2015. These are major improvements to meet technology challenges needed for instruction. The continued funding of E-Rate, applying for grants and use of Federal Programs funding will be necessary to meet instructional technology needs of the district and state mandates for additional hardware and software purchases.

A significant wireless infrastructure upgrade for the preparation and planning of increasing integration of technology in the school system was completed in 2015-2016. Through E-rate, we are able to upgrade our network switches, cabling, and wireless access points in 2015-2016. The wireless network is b/g and will upgrade to b/g/n. ECS has applied for continued upgrades through E-rate funds to switches in 2016-2017. The continued focus of Category 2 e-rate funding is provide robust infrastructure to provide for planned needs.

The age of our computers is a concern when trying to plan for future digital access and online

assessments. Funding for instructional hardware and software to support the school system's network may include Title I-A, Title I-C, Title IIA, and Title VI-B along with grant opportunities, E-rate and the option for the district to secure a five year lease/purchase loan. Due to budget cuts, five year loans have not been refinanced. We have two mobile wireless laptop carts that are seven years old and each has been replaced during the 2015-2016 school year using Title IA funds. In addition, we added two wireless mobile labs at the Elementary/Middle School, also using Title IA funds. We purchased new computers in 2010 and in 2005 that have upgraded motherboards, processors, and memory rather than purchasing a replacement. We currently support 584 instructional computers (95% of them are 5 years old or older) and 44 administrative computers(82% of them are 5 years old or older).

Is Plan Descriptor Revised?

7. Title II, Part D (NOT APPLICABLE)

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

- 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?

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.

Documentation of these procedures will be monitored by and given to the Federal Programs Director with the assistance of the Professional Learning Director, and will be maintained in the Federal Program Director's office for future monitoring purposes.

Echols County Schools will document that all activities or strategies funded by Title II, Part A are based on a review of scientifically based research or evidence of program success resulting in increased student achievement prior to Title II, Part A (all federal programs) funds being expended on any activity or strategy.

Each administrator (Superintendent, Federal Programs Director, Professional Learning Director, Curriculum Director, Principal of ECEMS and Principal of ECHS) will be

responsible for presenting documentation/evidence of scientifically based research or program success resulting in increased student achievement of any professional learning activity or strategy for which he/she requests funds. Additionally, all professional learning activities must be tied to the needs identified through the annual needs assessment process.

Echols County Three-Year Technology Plan: Echols County Schools practices standardization of system software and hardware. Hardware specifications are reviewed every year using the local system inventory database and the system technology report submitted to the State Department of Education. The age of our computers is a concern when trying to plan for future digital access and online assessments. Funding for instructional hardware and software to support the school system's network may include Title IA, Title IC, Title IIA, Title III-A. and Title VI-B along with grant opportunities, E-rate and the option for the district to secure a five year lease/purchase loan. E-rate is applied for on eligible services and hardware each year.

Software purchases are also standardized. Major purchases are selected through a committee of interested parties. The software applications are viewed, evaluated, tested and compared to other applications. The Microsoft line of office applications has been used for eighteen years. The district uses Follett Library software for the media center, Infinite Campus (student information system), STAR reading analysis, Accelerated Reader for motivation of reading, and AnyWhere Learning as a core curriculum instructional software for kindergarten through adult learners. Smaller applications are selected by grade levels or individuals.

All newly procured software is reviewed for SIF (Schools Interoperability Framework) compliance wherever possible.

Is Plan Descriptor Revised?

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

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

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

a.

The school wide model for Title I at both ECEMS and ECHS has enabled ECS to coordinate and integrate programs, services, and funding sources in a seamless manner. The Federal Programs Director, Curriculum Director, Special Education, Technology Director and Professional Learning Director work closely with school administrators to make the coordination of timelines, budgets, and programming easy and efficient. Professional learning activities support Best Practices instructional strategies for scaffolding, differentiation, higher order thinking skills, and math, science, writing and reading. Curriculum continues to be a work in progress as CCGPS is looked at yearly. Professional learning to support teachers in their curriculum efforts, disaggregating test scores, prioritizing curriculum according to data and research, and writing units to support the new GPS/CCGPS and GSE will continue. Title I supports all school wide initiatives, CSR teachers for middle school and for high school, paraprofessionals, travel, dues and fees, Parent Involvement activities, technology supplies and supplemental classroom materials; Title IIA pays for substitutes, teacher stipends, teacher retention, clear, renewable certification for teachers, GACE testing, and professional learning; and Title VIB funds are utilized for technology. Special education uses Title VIB-FLOW funds for professional learning for special education teachers as well as supplies and technology for SWD classrooms and students. Title III-ESOL supports professional learning for ESOL teachers, additional technology for ESOL students, curriculum materials or other initiatives as identified for ECS ELL population. Title I-C Migrant funds are used to purchase iPads for SSP's to use for in-class tutoring, supplemental school supplies for eligible migrants, SSP (3) salaries and benefits, one certified teacher salary and benefits, SSP professional learning and training, full time recruiter, acute health and dental service for eligible migrant students in home tutoring supplies for school-readiness, iPod English acquisition lessons, Parent Involvement activities, in some cases reimbursement for gas for parents and transportation for parents to PAC meetings.

b.

There is not an Even Start, Head Start, or Early Reading First program in Echols County. EC desperately needs a Headstart Program in the county. There are two lottery funded Pre-K classes for 4-year olds at ECS. ECS selects Pre-K enrollment by the lottery process and maintains a waiting list for those who are not selected. Students may be screened for speech/language or other special services. Children being served through the Babies Can't Wait Program may be referred to the school system special education program prior to their 3rd birthday. In addition, all 4-year olds who are residents of the county who attended the ECS pre-school program spend some time at the ECS kindergarten program to ease the transition into the kindergarten program. During these informal visits, parents may meet with teachers and administrators and are informed of procedures for enrolling their children in ECS kindergarten program.

c.

Because ECS is a small, rural district school coordination with other local agencies (DFACS, Sheriff's Office, etc.) is accomplished easily. At the present time ECS has a waiting list of 21 Pre-K students. ECS believes Pre-K is the place to begin reaching students to ensure that they

excel in later grades. ECS conducts an in-home School Readiness program for migrant eligible 3-, 4-, and 5-year old students who are not enrolled in a pre-kindergarten program.

There is not after school program at ECS. A 20 day summer school program in June is available for eligible students, including migrant and ESOL) in grades 3-12 who have not experienced academic success during the year to attend for remediation, credit recovery or acceleration. We are looking at community partnerships that may result in some opportunities.

There are no incorporated cities, no homeless shelters or motels in Echols County. Agriculture and forestry are the main employers. ECEMS and ECHS are Title I Schoolwide schools and as such provide for *all* students with Title IA funds. ECS currently has identified few children as homeless. We do realize, however, that this situation could change at any time and procedures are in place to coordinate services with other agencies to assist these homeless children.

ECS has identified a person as the homeless liaison. She collaborates with the school counselor, social worker, Department of Family and Children Services, the Sheriff's Office, local churches, migrant recruiter and other agencies to identify homeless children and provide services. The Echols County Department of Family and Children's Services works closely with ECS and will serve as a liaison between all of the social services and community and civic groups who can tap resources for the homeless. ECS may use resources from http://www.serve.org/nche/states/state_resources.php to comply with some requirements of the McKinney-Vento ACT. This site has a drop down menu for state and local resources. Echols County has a support system for transient and homeless families. Local churches have benevolence funds that may be tapped for homeless children.

Is Plan Descriptor Revised?

10. Title IV

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

Title IV funds were not available FY14. Whether Title IV SADFSC funds are available or not, ECS will conduct programs or supply teachers, students and parents information on drug, alcohol and violence prevention. Local law enforcement conducts periodic sweeps at both the ECEMS and ECHS campus. Health standards in grades K-12 that address bullying, alcohol, tobacco, and drug awareness objectives will be covered. The strategies used include education (skill building), alternative, and information dissemination. Hopefully, these strategies will result in specific reduction in the prevalence of risk factors and increases in protective factors. Programs are presented by the local County Sheriff's Department CHAMPS Programs, Choices Program, School Resource Officer (SRO), Echols County Council for Family and

Children and outside resources.

Various emergency procedures have been established, and teachers and staff have been made aware of them and how to implement them when necessary for the safety of students.

The evaluation component of ECS student and school safety includes systematic collection and analysis of data. Based on the results of data collection additional services may be targeted to ECS. Process and outcome evaluations will be utilized to measure improvements and progress in implementing selected programs and activities. ECS will make a decision as to how the progress toward attaining performance measures will be publicly reported. The results will be used to refine, improve and strengthen programs. Program activities will be modified accordingly to meet the Principles of Effectiveness. Information and materials will be made available in Spanish whenever possible.

The ECS may discuss the results from the Georgia Students Health Survey II (GSHS II) and discipline reports with teachers at faculty meeting as they pertain to school safety. Parents and community entities will be able to discuss the results with administrators at a presentation during a Parent/Teacher/Student Association (PTSA) meeting or other parent meeting.

Is Plan Descriptor Revised?

11. Title I, Part A

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

With the passage of the Healthy, Hunger-Free Kids Act of 2010(Act), the National School Lunch Program now includes a new universal meal program, the Community Eligibility Program (CEP). The School District is using the CEP for determining the poverty and school eligibility criteria for all attendance areas for Title I, Part A. Both schools (ECEMS & ECHS) in the district are using CEP and direct certification(DC). The CEP permits eligible schools to provide meal service to all students at no charge, regardless of economic status. The CEP uses only direct certification data, such as data from the Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) program to determine the Federal cash reimbursement provided by the USDA. The School District will not rely on annual household applications that are generally used to determine eligibility for free or reduced meals (FRM). According the Healthy, Hunger-Free Kids Act of 2010(Act), a school is eligible for the CEP if at least 40 percent of its students are certified for free meals through means other than FRM applications. To account for low-income families not reflected in the direct certification (DC) data, USDA will set meal reimbursement levels for CEPschools by multiplying the percentage of students identified through the DC data by a multiplier (1.6 for the next four years) established in the Act. Schools electing CEP will keep the same multiplier for an entire four-year cycle and do not have to implement changes to the multiplier until the next cycle.

The School District only has ECEMS (K-8) and ECHS (9-12) and is not required to rank its schools based on the percentage of economically disadvantaged students in each school to determine a school's eligibility to receive Title I funds and to allocate funds to selected schools. (Section 1113 of the ESEA). However, more funds are allotted to ECEMS school due to the fact it has a larger student population. The district will use the data from the Food Service Department based on the October 31 information of DC students.

Is Plan Descriptor Revised?

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

A description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools.

ECEMS and ECHS are school wide Title I Schools. There are no other schools in the district.

Is Plan Descriptor Revised?

13. All Programs

A general description of the instructional program in the following:

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

a.

The Echols County School District consists of Echols County Elementary/Middle School (K-8) and Echols County High School (9-12) located on adjoining campuses. Both schools are Title I School Wide Schools. There are no other schools in the district. SWD are served in an inclusion model with minimal number being resourced. The severe and profound are self-contained but may be included in regular classes as appropriate. ESL children are scheduled for the appropriate number of segments with a certified one of three ESOL teachers in a pull-out model, push-in model or with a ESOL endorsed teacher. All students in the latter model will receive services from a certified, highly qualified teacher in all content areas. Students K-8 attend an exploratory music class and 9-12 students have an elective in music. Best Practices and Standards Based Classroom strategies are used throughout both schools. Pull-out intervention time is allotted for struggling readers 3-5. Instruction in both reading and math is supplemented by Academy of Reading, Academy of Math, A+ Anywhere Learning (all content areas) and Study Island (all content areas) software in the elementary and middle school. The high school is on a block schedule and the middle school (6-8) is on a modified block schedule. Teachers are available to provide additional help to students who request it.

Credit Recovery classes are available to high school students. ECS provides technology for all classrooms and teachers incorporate the latest technology into their instruction and recognizes the need to update an increase accessibility to digital solutions.

The instructional program that ECS will use federal funds for is class size reduction. This will create a smaller teacher to student ratio which will allow teacher to implement small group lessons, hands on activities, inquiry based learning, and centers. Teacher will be able to provide remediation and enrichment more effectively. Smaller class sizes, small group lessons, hands on activities, centers, inquiry based learning, enrichment, and remediation will help to even the playing field for ECS most at risk students so that they can be successful in the classroom.

In addition, based on the needs assessment ECS will use federal funds for teachers to increase their arsenal of teaching strategies. Teachers will have the opportunity to participate in ESOL and gifted professional learning. These strategies will be useful in helping all children succeed.

Technology integration is an additional strategy that ECS will use to enhance student achievement.

A variety of career pathways programs are available to students in grades 9-12. These include Culinary Arts, Ag. Mechanics, Agri-science, Administrative Information Support, Small Business Development, Fine Arts, Advanced Academic, and Criminal Justice. Entrepreneurship, Business & Technology and Animal Science were added last academic year. Dual enrollment classes are offered through Georgia Wiregrass Technical College in Criminal Justice, Introduction to Health Care, and Introduction to Law. Dual enrollment classes are also offered through Georgia Military college and Georgia Virtual Schools. These classes may be offered onsite, at the college or through distance learning.

AP classes have been phased out due to the increasing demand for dual enrollment courses. Wiregrass and GMC instructors offer classes on ECS campus. In addition, our student have the ability to take courses at Wiregrass, GMC and VSU or online.

SWD and disadvantaged students are served along with regular students in the classroom setting. SWD are served in an inclusion model except in a few instances where they are resourced. Severe and profound students are self-contained. ESOL students may be served using a pull-out model by a certified teacher or an classroom teacher who has ESOL endorsement.

ECS believes Pre-K is the place to begin reaching students to ensure that they excel in later grades. ECS houses 2 lottery-funded, Pre-K classrooms. A 20 day summer school that targets at risk migrant/Hispanic population as well as regular students is available during June for remediation, credit recovery or acceleration.

All students at ECS will be provided instruction on bullying, drug, alcohol and safety issues in

a manner appropriate to their age with the health and/or science GPS standards. Health standards in grades K-12 that address alcohol, tobacco, and drug awareness objectives are taught in health classes.

b.

There are no targeted assistance schools in the district. Both schools in the Echols County School District are Title I School Wide Schools.

c.

Echols County has no facilities for neglected or delinquent children.

d.

Echols County has facilities providing neglected and delinquent community day programs.

Is Plan Descriptor Revised?

14. Title I, Part A; IDEA; EHCY

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

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

a.

As stated earlier, Echols County is a small, family oriented, rural county in South Georgia bordered by Florida on the south and the Okefenokee Swamp on the east. There are no industries or retail stores to employ workers (agriculture is the major employer); the closest city is 25 miles away. There are no motels or shelters in the county.

ECS has identified someone as the homeless liaison. She coordinates services with the school counselor, social workers, migrant recruiter, Region 2 Migrant Program Office, Department of Family and Children Services (DFACS), the Sheriff's Office, local churches, county Health Department and other agencies to identify homeless children and provide services. The Echols County DFACS works closely with ECS and will serve as a liaison between all of the social services and community and civic groups who can access resources for the homeless. Local

churches have benevolence funds that may be tapped for homeless children.

b.

ECS currently has identified few children. We do realize, however, that this situation could change at any time and procedures have been put in place when students are identified as homeless. Regardless of demographics, ethnicity, race or socioeconomic status all students receive equitable access to instruction from teachers with various experiences and access to all instructional aids provided by programs for which he is eligible.

c.

ECS is aware of the sensitivity that must be utilized in identifying of homeless children; therefore, on-going training is included in our professional learning plan so that homeless students will not be stigmatized. For example, during the fall of each school year, an awareness session for staff is held to ensure that all staff know how to identify students who may be homeless. Topics to be included will be identification, communication, registration and enrollment, documentation, and providing support and assistance. The ECS Board of Education policy JBC(1) addresses the rights of homeless children.



Is Plan Descriptor Revised?

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

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

- a. How the LEA included state and local government representatives, representatives of schools to be served, parents, teachers, students, and relevant community-based organizations in the development of the Comprehensive Plan for Improving Student Academic Achievement.
- b. How the LEA included opportunities for all parents of students receiving Title I services to be included in the development and yearly revision of the LEA parental involvement policy and in the decisions regarding how the 1% set-aside for parental involvement are allotted for parental involvement activities.
- c. How the LEA will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement

- activities to improve student academic achievement and school performance.
- d. How the LEA will build school and parents capacity for strong parental involvement through the six requirements in law (Section 1118(e)) with particular attention on how to support a partnership among the school, parents, and community.
 - e. How the LEA will coordinate and integrate parental involvement strategies under NCLB with other community based programs such as Head Start, Reading First, Even Start, State operated preschool programs, etc.
 - f. How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.
 - g. How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.
 - h. How the LEA will involve parents in schoolwide activities.

a.

Parents at each school and appropriate stakeholders will be notified and given the opportunity to assist and participate in the review and revision of the CLIP. The method for inviting and notifying parents will include the local newspaper, flyers/letters, school marquee, school website, social media, and/or the school telephone call system.

Identify Stakeholder groups (internal and external):

Internal:

- Parents, Students, Teachers, Business Leaders
- ECS Parent Organizations: Echols Parent Involvement Committee (EPIC) for Echols County Elementary/Middle School; Echols County Parent Connect (ECPC) for Echols County High School
- ECS Parent Teacher Student Association (PTSA); meets 3 times per year
- ECS Migrant Parent Advisory Council (PAC); meets 3 times per year
- System Leadership Team
- Multiple Grade Level Meetings/Subject Area Teachers
- RtI Director
- Data Retreat

External:

- Echols County Family Connection (ECFC) Members
- Local Business and Community Leaders
- Valdosta State University
- Georgia Military College
- Georgia Wiregrass Technical College
- Coastal Plains RESA
- GaDOE Region 2 Migrant Education

Describe how internal and external stakeholders are involved in the planning process to:

Accomplish annual needs assessment

Stakeholders are invited to collaborate in developing, distributing, analyzing, prioritizing, and reporting information from surveys, tests, evaluations and/or other data sources. Stakeholders may be representative of any or all of the groups previously listed .

Each School has a parent committee: Echols Parent Involvement Committee (EPIC) for Echols County Elementary/Middle School; Echols County Parent Connect (EPCP) for Echols County High School serve to meet the various needs of each school. Meetings and input are required for many components in various federal programs and other areas. These committees, composed of internal and external stakeholders 4-6 times per year to provide input, review plans and procedures, develop and review needs assessments and surveys, and discuss concerns about ECE/MS and the system in general. Minutes are taken and members sign-in. EPIC and ECPC will be actively involved in providing leadership and support in the coordination and implementation of ECS Title I-A Schoolwide Plan. As a result of discussions and planning which evolved from these meetings, ideas, curriculum needs, adjustments and suggestions may be made to administrators and the Board of Education. Stakeholders are continually asked to provide comments and suggestions for the purpose of gaining consensus on the priorities for improving student achievement that would be reflected in our school improvement plans. Based on the results of performance data and the feedback provided by our stakeholders, our commitment to ECS goals is confirmed.

Prioritize needs

The Leadership Team meets bimonthly throughout the year. Part of each meeting focuses on how to best meet the needs of individual students and increase student achievement. And in spring of each year, the team along with other stakeholders meets to review all the data sources from the year and completes the Needs Assessment, which includes prioritizing identified needs and developing strategies to address those identified needs.

Identify actions or strategies contributed to equity plan:

With help from the Leadership Team, other stakeholders may have contributed any or all of the following for ECS Equity Plan:

- Analyze data
- Suggestions concerning the retention and recruitment of highly qualified teachers
- Suggestions of Professional Learning Activities that support identified needs
- Suggestions of implementation of new Equity Plan
- Suggestions regarding data collection (i.e. surveys)
- Identification of focus for new year's Equity Plan
- Evaluation previous year's Equity Plan

- Evaluation of new Equity Plan

b.

The Echols County School District will revise their parental involvement policy annually in the spring for the following school year.

This review & revision for the district will be coordinated by the federal programs director, along with each of the individual school principals.

All parents and appropriate stakeholders will be notified and given the opportunity to assist and participate in the review and revision. The method for inviting and notifying parents may include the local newspaper, flyers/letters, school marquee, school website, social media, and the school telephone call system.

Parents and other stakeholders will be given time to read the current policy. A discussions and question and answer time will follow. Those present will be divided into groups in order that new comers will not feel isolated and afraid to speak. New and revision suggestions will be written on post-it notes and affixed to poster-size sheets. A discussion of these notes will be held and the policy will be revised or rewritten as indicated by input from attendees.

The revised district Parent Involvement policy will be posted in each school office, the board office and on the website at the beginning of the next school year..

The Parent Involvement Coordinator and/or Federal Programs Director will provide required documentation which will include copies of invitations, meeting agendas, sign-in sheets, and meeting minutes. The Federal Programs Director will maintain these records on file in her office for monitoring purposes.

c.

ECS LEA will provide the coordination, technical assistance and other support necessary to assist ECEMS and ECHS in planning and implementing effective parent involvement programs. The Title IA Coordinator will be responsible for this technical assistance to each school. Direction will be given which includes the following:

- * how to plan and support effective parent involvement activities
- * how to build parent capacity to support a partnership among the school, parents and community,
- * how to coordinate parent involvement activities with other community based programs
- *how to evaluate the effectiveness of activities

*how to design a parent involvement policy and

*how to involve parents in schoolwide activities.

ECS LEA assists ECEM and ECHS in coordinating and integrating other programs such as social services, health agencies, local civic organizations, churches and other community related agencies within the school wide Title I program. The school guidance counselor, migrant SSPs, administrators work together to insure that the maximum numbers of educational and social services will be available to all students and their families. Every parent, regardless of limited English proficiency (LEP) or disability, will be afforded the opportunity to participate in their child's environment. Once a need is identified, the necessary assistance will be provided to the parent and child.

d.

ECS will implement and ensure that the district, ECEMS and ECHS develop on-going activities to address the requirement to build parental capacity with a particular focus on the following:

(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;

Parents will receive information on interpreting state and local test results during semi-annual parent conferences, Rti conferences, various parent involvement activities, migrant Informational meetings, letters and/or phone calls.

(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;

Parent activities at ECEMS include instruction on how parents can work with their children in reading, math (make & take), science (science fair). and technology. Parents are given content area newsmagazines, reading books, handouts, online training for content remedial/acceleration study and training through presenter or power point presentations. At ECHS activities training in online based resources a for study, college application and research.

(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;

Parents may be invited to grade-level meetings, school faculty meetings or general faculty meetings to share information with regard to educating teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the in the value and utility of contributions of parents, in how to reach out to, communicate with, work with parents as equal partners, implement coordinate parent programs, build ties between parents and the schools.

(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;

There are no Head Start, Reading First, Early Reading First, Even Start programs in Echols County. However, efforts are being made to bring opportunities to the county. ECS offers a PreSchool program for 44 students and a School Readiness for Migrant 3-, 4- & 5-year olds not enrolled in a preschool program. All parent activities are coordinated with both these groups. A resource center which contains brochures and pamphlets is available at each school. Classroom teachers, migrant SSPs and ESOL teachers may provide parents with any instructional resources needed to help parents help their student/s. A parent volunteer program is conducted at both ECEMS & ECHS.

(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;

ECS has a large Hispanic population and newsletters, announcements, surveys and other information related to school are translated into Spanish before being sent home. The Student handbook is printed in Spanish as well as English. The ECEMS employs a Spanish speaking secretary to answer the phone, greet parents and translate for meetings. When it is necessary, translation services may be contracted out to other individuals. The district and school websites utilize Google Translate.

6) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

During the spring of each year, parents of all students are surveyed and given additional opportunities to give input to each school. Parents may suggest parent involvement topics and activities at this time.

The federal programs director will placed on the agenda for each System Leadership monthly

meeting to review and discuss implementation.

This will be a year-long process; however, each school is in the process of developing calendars which will have parent activities planned to implement this action.

Documentation of implementation will include invitations, meeting agendas, notes, sign-in sheets, and presentations when utilized.

e.

There are no Head Start, Reading First, Early Reading First, Even Start programs in Echols County. ECS offers a PreSchool program for 44 students and a School Readiness for Migrant 3-, 4- & 5-year olds not enrolled in a preschool program. All parent activities are coordinated with both these groups. A resource center which contains brochures and pamphlets is available at each school. Classroom teachers, migrant SSPs and ESOL teachers may provide parents with any instructional resources needed to help parents help their student/s. A parent volunteer program is conducted at both ECEMS & ECHS.

Echols County LEA also integrates and coordinates parent involvement activities with Title I, Part A, Title I, Part C, ECS Parent Teacher Organization, DFACS, Public Health, Echols County Library, DFACS, Homeless (when identified), Migrant Home Tutoring Program, Echols County Family Connection, and Lottery funded Pre-School.

ECS LEA makes a strong effort to build and support a partnership between the school, parents and community. ECS utilizes a bilingual secretary to translate for Spanish speaking families. Additional translators may be contracted to translate documents so parents can receive information in a language they can understand. A website is maintained and Google Translate is utilized so that parents are able to translate the pages. The website includes the parent portal.

f.

ECS LEA will evaluate the content and effectiveness of the Parent Involvement Policy and the increase of parent participation by reviewing and comparing sign-in sheets from the previous year to determine if there has been an increase in attendance. Parents will be asked to complete a survey at the end of each activity. In addition, ECS will review the different times of day when workshops have been held to statistically determine what time of day the most participation has occurred. Specific attention will be given to those parents who are economically disadvantaged, disabled, LEP, have limited literacy or are considered an ethnic minority who may need additional accommodations to participate.

g.

ECS LEA will use the findings of the evaluations to assist in designing strategies for school improvement and to assist in revising the ECS System Parental Involvement Policy and planned activities.

The LEA will assist ECMS and ECHS in using the data collected from the annual evaluation to design, revise, and implement a more effective parental involvement policy. The survey results will be studied by teachers, administrators, concerned parents throughout the year and during the Annual Data Analysis Workshop. Meeting times will be set at various times to accommodate parent schedules and revisions and improvements will be made. If necessary, best practices will be researched and educational instruction and professional development will be planned for the improvement for any area of the Parent Involvement Program.

h.

ECS LEA will conduct other activities, as appropriate to grade levels and as requested by parents on the end-of-the-year surveys. A parent resource center in each school office contains brochures and booklets to help parents with various issues, including child development, child rearing issues, transitions between elementary, middle and high school and opportunities for post-secondary-schooling. ECS will make every effort to involve parents in activities covering various topics. Some of these may include but are not limited to:

*literacy activities for moms, dads and grandparents

*technology activities

*test data interpretation

*student displays and presentations

*informational activities (GA411, graduation, testing, 9th grade registration, kindergarten registration)

*academic content activities (i.e. Math Make-N-Take)

*volunteer activities

Is Plan Descriptor Revised?

16. Title I, Part A

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

Neither ECEMS nor ECHS has been identified as Priority School, Focus School or Alert School. In the event that this occurs, the system will ensure that all procedures are followed and previous status is restored.

Is Plan Descriptor Revised?

17. Title I, Part A

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

Neither ECEMS nor ECHS has been identified as Priority School, Focus School or Alert School. In the event that this occurs, the system will ensure that all procedures are followed and previous status is restored.

Is Plan Descriptor Revised?

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

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

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

a.

ECS Equity Plan IV.1: Provide FY14 teacher HiQ percentages:

- ECEMS teachers were 100% highly qualified
- ECHS teachers were 100% highly qualified
- ECS System teacher data 100% highly qualified

All ECS paraprofessionals were 100% highly qualified.

b.

Documentation will be provided in each student's registration packet regarding a "parent's right to know." The principal, with the assistance of the Title IIA Coordinator, is responsible for ensuring that the following "Right to Know" notification will be sent in each registration packet for parents to read, sign and return to school.

"In compliance with the requirements of Secondary and Elementary and Secondary Education Act (ESEA) the Echols County School District informs parents that you may request information about the professional qualifications of your student's teacher(s). The following information may be requested:

- 1) whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and subject areas in which the teacher provides instruction;
- 2) whether the teacher is teaching under an emergency or other provisional status through which Georgia qualification or certification criteria have been waived;
- 3) the college major and any graduate certification or degree held by the teacher;
- 4) whether the student is provided services by paraprofessionals, and if so, their qualifications."

When these forms are sent home, returned forms will be on file in the Federal Program Director's Office. In the event that teacher information is requested in writing by a parent concerning the professional qualifications of their child's teacher, a copy of the letter will be kept on file in the office of the Federal Programs Director."

The principal is responsible for notifying parents of students who are enrolled in a teacher's classroom when that teacher does not meet Highly Qualified (HiQ) requirements. Notification to parents will be by letter via standard mail and will be done when a non-HiQ teacher is assigned to a classroom for four or more weeks. ECS will ensure that parents have been notified when their child is taught by a non-HiQ teacher by maintaining a file in the Federal Program Director's office with a copy of the list of students in the class whose parents will receive the letter and a copy of the letter.

c.

Describe how a remediation plan is developed:

Remediation plans are required for all Non-HiQ staff, those holding provisional certificates and teacher who do not hold a clear, renewable certificate at ECS. A plan will be developed collaboratively with the teacher, principal, outside/RESA consultant if necessary & title II-A Coordinator. The documentation specifically states what is required for the process. A portfolio will be developed by the teacher or paraprofessional and include documentation such as GACE scores, college transcripts, observation and walkthrough reports, a timeline and

others required records. The plan must be signed by the teacher/paraprofessional, principal, alternative certification mentor and Title I-A Coordinator. Periodic checks are made to verify that progress is being made toward the HiQ qualifications. In addition to the development of a Remediation Plan, teachers holding Non-HiQ & Provisional Certificates will be

Describe the monitoring process to ensure each non-HiQ teacher, non-HiQ paraprofessional, and core academic teacher who does not hold a clear renewable certificate is implementing the remediation plan and making progress toward HI status or clear renewable certification.

The remediation plan, which follows the format developed in Section V of the Title II-A Handbook, begins at the time of hiring. The principal is responsible for monitoring the implementation and progress of the Remediation Plan for each non-HiQ teacher, non-HiQ paraprofessional or core academic teacher who does not hold a clear renewable certificate. The Title II-A Coordinator will also check documentation and progress periodically. All documentation will be collected by the principal and/or Federal Programs Director and maintained in a file in the appropriate office. Additionally, teacher observation, walkthroughs, lesson plans, discipline referrals and conferences will be held periodically in order to review the plan and discuss progress being made. Conferences will include those who signed the plan. If the plan is not followed, stipulations spelled-out within the Conditional Contract may be followed.

Describe how LEA monitors HiQ assignment of teachers based on student demographics and diverse needs of students:

Monitoring Process

The principals are responsible for monitoring teacher HiQ assignments and experience equity among grade levels and/or content areas. Central Office staff, including Title IIA Coordinator, Curriculum Director and Special Education Director, offer suggestions and are also involved in the monitoring of all teacher assignments to assure effective, highly qualified teachers are assigned to academic areas. TKES evaluation includes student progress based on test data. Examination of classroom testing data by all sub groups will be used to determine effective instruction and the teacher's ability to differentiate instruction. Test data is analyzed by grade level, subject, and individually by classroom. Within each classroom, results are analyzed to include sub group progress.

Administrators are sensitive to the needs of diverse learners and monitoring for this is accomplished in a variety of ways:

- ECS has prioritized the mode of delivery concept. All teachers have received Learning Focused/Best Practices training, Standards Based Classroom training and training in Differentiated Instruction.

- Special Education teachers are provided professional learning classes related to inclusion and collaboration in order for teachers to provide equitable services to students with physical and cognitive needs.
- The elementary and middle school counselor who also serves as our Response to Intervention (RtI) Specialist who handles referrals of learners who are not performing at grade level (K-8) Reasons for under achievement are identified and a plan is developed to help the student meet the rigorous Georgia Performance Standards (GPS).
- In order to keep students on track for graduation, technology based credit recovery is available.
- Classroom tutoring is available for eligible migrant students.
- Migrant PFS students receive supplemental, in class tutoring services.
- ELL students receive instruction utilizing various delivery models by ESOL endorsed teachers .
- Teachers may provide after-school tutoring is available grade 6-12 for academic core areas.
- Students in grades 3-5 receive intervention for reading in a pull out program.

Describe how Title II-A or other appropriate funds support the remediation plans:

Upon obtaining a passing grade on a required GACE, teachers and paraprofessionals may be reimbursed for the test using Title IIA funds. Title IIA funds may also be used to pay for course work for an academic, content area, a teaching position in which teachers are requested to move into, critical areas (math, science and foreign language), advanced placement training and/or professional learning activities.

d.

Echols County Three-Year Technology Plan: Goal 4: Increase the application and use of technology to enhance job performance and productivity.

Strategies for this goal include the following:

*Provide administrators technology equipment (mobile device) to access email, student information and teacher evaluations.

*Include district and school administrative website access to intranet for document repository that makes information available to staff remotely.

*Continue new teacher orientation class to include technology.

In the past year, more of our administrators have been moving to iPads for administrative tasks and for use in teacher walkthrough evaluations. Presently, three of three administrators, the superintendent and assistant superintendent, the technology department, the counselor, ESOL and Special Education teachers and the Federal Programs Director are using iPads. Advancement at ECS are the upgrade to our wireless infrastructure in 2015-2016 and the

upgrade by the GADOE for our bandwidth in July 2015 to 100Mb/school. Continued needs are funds for purchasing instructional mobile devices and personnel to manage devices and support teachers in a digital environment and in the integration of devices into instruction as we begin to entertain, consider, pursue or implement 1:1 computing.

Administrators are using the following types of software in their administrative tasks: student and teacher records management; Infinite Campus (IC) for attendance, discipline, demographics; GaDOE TKE/LKE Electronic Platform for professional development (individual assignment of modules and/or whole group) and walkthrough evaluations. Student Longitudinal Data System provided by the GaDOE is used to analyze data. Internet use allows administration to stay current on research-based teaching strategies and on communication with the GADOE and USDOE (ie. CCRPI, curriculum updates, RESA meetings, GADOE program updates offered through Blackboard webinar sessions, State and Federal program updates, etc.). All administrators and support staff access web-based data through a DS3 line. School personnel are provided district supported email accounts with web access to promote better communication between the staff and parents. Faculty and staff can also use a web-based program to report school-related maintenance problems (electrical, building, technology, etc.).

The student information system used in Echols County School District is K12 Solutions Group Infinite Campus. Infinite Campus is cloud hosted. Infinite Campus is a widely used student information system and user-friendly for support staff, administrators and teachers. Parents and students have availability to portal access and mobile access.

All teachers in grades 1-12 maintain an electronic grade book. The student information/data clerk sets courses and calendars in Infinite Campus and creates student schedules approved by the counselor and principal. The schedule then creates a roster for the teacher grade book. The district's student information system is accessible online.

Special education teachers use Infinite Campus. All meeting dates, summaries, reports, and records are entered and stored in Infinite Campus. Infinite Campus can manage data on special education students and electronically generate and document required paperwork such as Individual Education Plans as well as parent contacts. Our Infinite Campus information is available to teachers and administrators on campus and over the web.

The administrative software that manages professional learning is the transcript portion of Infinite Campus. A new school was created in the software so that faculty members are the students which will have course information entered for professional learning activities. The Professional Learning Director enters PL information and a document similar to a transcript is created. ECS is in the process of transferring all of this information into the TLE platform. Professional training opportunities will also be available through GaDOE TKE/LKE Electronic Platform.

SimpleK12's online Teacher Learning Community is a professional development network for school teachers, faculty, and administrators. The Community facilitates both collaborative and

self-directed learning, with 100's of hours of award winning training content, downloadable classroom resources, and global learning opportunities.

ShoutPoint is the company (third party vendor that integrates with Infinite Campus) that provides 3 VoIP lines for the district that can be used for emergency or general notifications by telephone, email or through the Parent Portal. This is an add-on, pay-for feature in Infinite Campus (SIS). This messaging service is used to contact parents/guardians of student absences and to communicate special announcements or alerts by grade level or group assignment when needed. High School students have email accounts that are entered in IC that makes student notification through email available.

Data summary on the Technology Needs Assessment, locally created and administered surveys, Speak Up Surveys and any item included in the Annual Needs Assessment will provided needed feedback on technology professional development to improve technology use and knowledge in all academic subject areas.

Although the percentage is not available, it is evident that teachers are providing instruction to students by integrating technology into the curriculum (indicated on lesson plans and lab sign-in sheets) using software for CTAE and academic areas.

e.

ECS receives Title III-ESOL funds, however, no teachers are funded under Title III. ECS has one foreign language teacher, and he is fluent in English and the language of instruction in both written and oral skills as evidenced by college transcripts and current teacher certification. ECS may serve ELL students in a pull-out model, push-in or regular classroom model which require an ESOL endorsed highly qualified teacher. These ESOL teachers are fluent in English written and oral skills as evidenced by college transcripts, current teacher certification and endorsements.

Is Plan Descriptor Revised?

19. Professional Learning; and all federal programs

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

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

- e. Become and remain technologically literate.

a. **Professional Learning**

Professional Learning activities and strategies are planned for FY 17 based on identified needs after data analysis. Identified needs include the following:

K-12

1. *ESOL strategies*
2. *Gifted strategies*
3. *CCGPS and GSE core academic strategies*
4. *Reading Fluency/ Reading strategies--Lexile*
5. *Strategies to effectively use support staff in the classroom*
6. *Differentiated instruction*
7. *Assessment uses and strategies*
8. *STEM strategies*
9. *Common Core Math/Math Fluency strategies*
10. *Writing Strategies*
11. *Data collection and interpretation.*
12. **PBIS**
13. **PLC's**

ECS will utilize Professional Learning software to address strategies for the diverse student population. Teachers will receive additional training on SLDS in order to use data to identify needs of their students. Courses which are aligned with TKES may be selected and assigned for K-12 teachers on an individual basis as indicated by interest, need as perceived by the teacher or an administrator and indicated by TKES evaluation.

Leadership Team and other stakeholders will gather and analyze Needs Assessment data, Parent Surveys, Test Data, PSC Data, Evaluation Reports, Effectiveness Studies, and FTE Data to see that Title IIA requirements are met for professional learning activities.

In addition to individualized professional learning, special trainings may be held during Weekly/Monthly Grade Level Meetings, Weekly Leadership Team Meetings and PL inclusive in-service teacher work days. During these times the LEA will provide training to teachers, migrant staff and ESOL staff working with migrant and/or ESOL students. Migrant training may be from local (District 2 MEP) or state (GaDOE) or redelivery by the Title I-C Coordinator of trainings she attends. ESOL trainings may be provided by GaDOE, ESOL lead teacher or the Title II-LEP Coordinator. Lecture or power point presentations may be used and handout given as necessary. Proper documentation will include agendas, sign-in sheets, notes/handouts and evaluation of the training. Documentation will be filed in the Federal Program Director's office.

b.

ECS will purchase and implement a program entitled Alternate Behavior Education Strategies (ABE) to document and address behavior issues as well as enable create BIPs and FBA's when needed.

c. Parents indicated on surveys the types of parent involvement activities of most interest to them. Instruction for parent programs may include parent attitude, the home environment, study skills, homework and learning tips, note-taking skills, preparing for tests, memory and thinking skills, cyber safety, math skills and reading skills. In addition there will be fall and spring meetings to gather data from parents on their interests and the needs of their children in order to promote higher student achievement. There will be a school newsletter that will be available to notify parents of student activities, test data, and school improvement initiatives. The *Echols Echo*, a monthly newspaper for Echols County, carries school related news items. Parents can also access the school web site at <http://www.echols.k12.ga.us> to view a calendar of events, handbook, lunch menu, parent portal and other school information. ECEMS principal will have a monthly "Coffee with the Principal" to encourage parent participation and address high interest topics for parents.

d.

ECS will utilize the services of Coastal Plains RESA and/or locally trained data teams to train teachers on the use of data (GA Milestones, Benchmarks, Health Survey, etc.) and the Student Longitudinal Data System (SLDS) and new components of that program which will include standards and resources for instruction. Survey Monkey software will be used to conduct surveys and assessment. ECS will continue grade level studies of data which will be collected by administrators, lead teachers, migrant SSPs, ESOL teachers and RtI Specialist. Curriculum mapping and unit writing are data driven.

e.

New teachers will be trained in the fall on all current software, and all teachers are trained and updated as needed on new software and hardware purchases. The technology department, a technology support specialist, teachers, software trainers, technology representatives, and

other personnel conduct individualized training sessions throughout the year as needed.

Is Plan Descriptor Revised?

20. Professional Learning and all federal programs

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

The System Leadership Team collaborates with other stake holders to update the three-year Comprehensive System Improvement Plan for professional learning based the annual needs assessment. Activities/training this year will center around ECS' identified needs, including differentiated instruction training, *ESOL strategies, Gifted strategies, CCGPS core academic and GSE strategies, Reading Fluency/ Reading strategies--Lexile, Co-teaching strategies, Differentiated instruction, Assessment uses and strategies, STEM strategies, Common Core Math/Math Fluency strategies, Writing Strategies, Data collection and interpretation.* . Reading literacy and reading in content areas are also included.

The effectiveness of ECS Comprehensive Professional Learning Plan is evaluated annually by reviewing various data resources which include student growth . This information is then shared with teachers, administrators and other stakeholders. Effectiveness measurements include increased student academic achievement, student growth, increased student attendance, increased graduation rate, decreased drop-out rate, and increased administrator/ teacher/paraprofessional performance. The latter will be measured by TKES evaluation and classroom walkthroughs.

Is Plan Descriptor Revised?

21. Professional Learning; and all federal programs

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

ECS Professional Learning Plan details a professional learning for all teachers, paraprofessionals, principals, central office staff, and superintendent and how the activities will align with state academic standards and how they will be funded. The program activities will be consistent with nationally established criteria, state mandated topics, CCGPS and GPS. These activities may include stipends or self-directed learning. The Needs Assessment is developed and utilized each year to identify and develop professional learning needs for the school year for each school. Activities are provided for all staff including bus drivers, school nutrition workers, paraprofessionals because all school personnel contribute to the academic

success of ECS students.

Activities may include the following:

Baseline classes: Best Practices, differentiated instruction, scaffolding, GPS/CCGPS, and GSE training, RtI training, mentoring.

Specific content classes: CCGPS or GSE implementation for math, science, writing, social studies and English/LA, math fluency, reading fluency, lexile levels

Specific teacher needs: discipline, inclusion, co-teaching, ESOL and gifted

Technology: software training, Classroom Response System training, interactive whiteboard training

Student support: Bus Safety, Discipline (ABE), safety, effective use of paraprofessionals.

The I Technology Department participates in on-going professional learning , in order to stay informed on current trends, issues, software, hardware, etc., and to best support teachers and digital learning.

ECS seeks to ensure that all students are taught by teachers who are trained to meet the varied needs of his/her students and ECS professional learning activities reflect this. Differentiated instruction training ESOL strategies, gifted strategies and co-teaching strategies, identified needs according to ECS Needs Assessment, will continue in order to address the needs of the diverse student population (SWD, ESOL, migrant, gifted and disadvantaged).

ECS works closely with Coastal Plains RESA, GADOE, GA Wiregrass Technical College, Valdosta State University (VSU), and private providers to provide PL for teachers and paraprofessionals. In addition to these resources, Professional Learning software will be utilized to provide customized, on-line professional learning and Alternative Behavioral Educator (ABE) will provide teacher training on this software program for students with chronic behavior problems. Teachers will also receive training on TKES and additional components of SLDS. Migrant SSPs receive specialized trainings during the year from Region 2 Migrant Education Program Office. ESOL teachers attend conferences conducted by specialists in ELL achievement. PL is provided to teachers at ECEMS and ECHS as dictated by GADOE mandates, needs assessment, teacher evaluations, administrative walkthroughs and TKES.

Echols County may use Title II funds to provide hiring incentives for math, science and foreign language teachers, professional learning activities, GACE testing, and add-on certification (i.e. AP, ESOL, gifted). ECS uses the funds to train teachers and keep them HiQ. Title IIA and State Professional Learning funds are used for courses, tuition, workshops, stipends, and books for teachers to meet HiQ/Effective requirements, earn endorsements, and earn specialized subject area certification. Title IIA purchased Professional Learning Software

for teachers, paraprofessionals and staff for individualized, grade level or multi-grade groupings professional learning. Title IC (Migrant) funds are used to train SSPs; Title III (ESOL) funds are used for ESOL professional learning activities.

ECS strives to include Professional Learning Activities that are scientifically based as indicated by research. Sign-in sheets, record teacher attendance. All professional learning activities will be scientifically based.

Is Plan Descriptor Revised?

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

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

There are no private schools within the Echols County School District. ECS will notify any private school in other districts where Echols County resident students attend. A certified invitation for consultation will be sent in the fall of each year to these private schools for federal programs for which funds could be available for the following school year.

Is Plan Descriptor Revised?

23. Professional Learning and all federal programs

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

In addition to the System Leadership Team, all parents and other stakeholders are invited to review, revise and evaluate the implementation of CLIP during the school year. Parents receive an invitation to participate in the revision of the CLIP via email, phone call system, and/or notification sent home, on the website, and/or the school sign. In addition, ECS uses parent involvement committees (EPIC-Echols County Parent Connect and EPIC --Echols Parents Involvement Committee) to review the CLIP through the year. All parents and educational stakeholders are invited to attend and participate on these committees through email, phone call system, and/or notification sent home, on the website, and/or the school sign. Changes that need to be made at the system and at each school will be decided after trends are identified in specific content areas, subgroups, and other student information. Additionally, school and system strengths and opportunities for growth will be identified. ECS will then compare current implementation plan strategies for effectiveness and revise the plan as needed. Additional information for review and revision of CLIP annually may include the following: review participants evaluation from professional learning activities; analyze state mandated assessment results; review screeners and other benchmark assessments; review students' grades at progress report time; review students records to determine on track status toward graduation; review teacher, parent, stakeholder and students surveys; monitor teacher and paraprofessional highly qualified report; review input from Migrant PAC ECPC (Echols County Parent Connect) and EPIC (Echols Parents Involvement Committee) committees; analyze GHSHS II; review Implementation Plans (IPs) for migrant

programs.

Is Plan Descriptor Revised?

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

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

ECS employs one certified teacher and 3 full-time paraprofessionals to work with migrant students in the classroom tutoring program k-12. The Occupational Survey is used to screen for migrant children in the EC school system. This form is included in every registration packet (all translated into Spanish). Home visits are made for resigns or recruitment. Within 48 hours of the confirmation of a newly identified migrant participant in ECS, the migrant staff will access MSIX to locate any accessible information for the participant (preschool, K-12 enrolled, and OSY/DO). Any information collected from MSIX will be reviewed, placed in the student files maintained by the SSP, and shared with school personnel for course/grade placement or service delivery decision making.

EC hires a full time recruiter/SSP in order to contact families during evening hours and on Saturdays and to free SSPs for more time with student instruction. The Certification of Eligibility (COE) from the GaDOE is forwarded to the GaDOE MEP Region 2 Office where migrant status is determined.

ECS' three migrant Student Service Providers (SSPs) make contact with every migrant family to determine individual needs. All migrant students are evaluated like all other students to determine academic needs and may be eligible for ESOL, gifted or special education services. The SSPs serve students K-12 in a push-in model and one conduct school readiness tutoring one (1) day per week for 3-5-year-olds not enrolled in a PreK program. The recruiter/SSP provides services to OSY's.

Since ECS is a school wide Title I program, all migrant students are eligible for Title I services. Information is provided to supplement needs of migrant students and their families with Title IC funds. Supplemental services for all migrant PFS children and youth (K-12 and OSY), will be included on the district's MEP supplemental services tracking form along with narrative explaining why services are not being provided and/or information on services provided through coordination with other agencies/programs. These may include access to other educational, health, nutrition and social services. In the previous year, SSP's also gathered and distributed blankets, delivered toys from Toys for Tots, and covered mobile home windows with plastic during the winter for migrant families. Implementation of MEP funded services will be monitored AND OBSERVED by the federal programs director with the assistance of the certified migrant teacher. The certified migrant teacher and Federal Programs Director will develop a local checklist to document this action AND WILL SUBMIT RESULTS OF THESE OBSERVATIONS INTO THE GADOE MEP IP

OBSERVATION ONLINE DATABASE.

Title IC requires states to give "priority for services" to migrant children: (1) who are failing, or most at risk of failing, to meet the states' challenging academic content standards and challenging student academic achievement standards, and (2) whose education has been interrupted during the regular school year. Both of these conditions must exist simultaneously for a migrant child to have "priority of services." For each migrant eligible student, GaDOE MEP Region 2 Office will provide ECS with an electronic print out of the priority of services form using their access to a state database that includes information such as if a student was retained the previous year, failed and EOC, made a qualifying move, or is over age for a grade level. For new students, an occupation survey will be completed to identify possible migrant students. Once this is completed, it is determined if a student is eligible for "priority of services." Eligibility is reviewed each semester. ECS will ensure that the SSPs that work with migrant students are certified according to guidelines provided by Region 2 Migrant Education Program Office. One full-time recruiter from GaDOE MEP Region 2 Office may accompany the migrant paraprofessionals and other personnel to recruit students.

Eligible migrant students K-8 at risk of failing a class may attend the After School program when available. Migrant students 5-12 may attend 20 day summer school program for remediation, credit recovery or acceleration. Credit Recovery during regular school hours is a possibility for some students.

The Parent Advisory Council (PAC) is provided in conjunction with other parent involvement programs. Migrant parents and students are invited to serve on the all parent committees. The three ECS Migrant Student Service Providers set up PAC meetings along with other Parent Involvement activities. Information at these meetings will be provided in a language that parents can understand. At PAC meetings parents have the opportunity to have a voice in school affairs. Other meetings present information on migrant, ESOL, special education, gifted, the Student Handbook (translated into Spanish) and other educational programs in Spanish utilizing a translator or Assistive Listening Devices. Parents are given information on the ECS ESOL and migrant programs, special education, gifted, and other educational programs. Assistive Listening Devices and a translator are available at PTSA, graduation etc. meeting to translate for parents. Back to school information will be sent to the local newspaper, *Echols Echo* and school website's Parent Portal (available in Spanish). GaDOE MEP Region 2 Office, DFACS, Health Department and Migrant Farm Workers' Clinic provide information on health, nutrition, and social services. SSPs work with migrant families to identify additional resources when needed. Out of School youth are encouraged to accept an iPod with English vocabulary and phrases to assist in basic English Acquisition.



Is Plan Descriptor Revised?

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

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

move from one school to another.

ECS has procedures in place to provide a timely transfer of school records for all students including migrant students. All registration forms have been translated into Spanish: however if parents need any assistance filling out forms a translator is available. If health records are needed, parents are assisted with making an appointment at the local health department and if necessary funds may be provided for this through Title IC. The registrar for ECS has been provided with training on how to read a Mexican birth certificate. The transfer of school records process begins as soon as the parent/guardian provides the school with a formal signed release or request from the receiving school. Records are faxed to the receiving school.

The National Migrant Student Information Exchange (MSIX) is another tool ECS uses for transferring pertinent school records, including information on health and when migrant children move from one state to another. Within 48 hours of the confirmation of a newly identified migrant participant in ECS, the migrant staff will access MSIX to locate any accessible information for the participant (preschool, K-12 enrolled, and OSY/DO). Any information collected from MSIX will be reviewed, placed in the student files maintained by the SSP, and shared with school personnel for course/grade placement or service delivery decision making.

Is Plan Descriptor Revised?

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

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

Local ID&R Plan is on the attachment tab.

Is Plan Descriptor Revised?

27. Professional Learning and all federal programs

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

ECS provides training in standards based classrooms, Best Practices, utilizing learning materials, scaffolding, acceleration, differentiation, vocabulary, reading comprehension, writing, and GPS/CCGPS and GSE in order to support best practices. During the yearly planning process, current student test data and historical data are reviewed, faculty and leadership input is requested, as well as input from EPIC and ECPC parent committees to make decisions on programs to implement and to decide how these programs will be funded. ECS utilizes different funding sources and combines resources to deliver special projects/programs and on-site professional learning opportunities that support innovative and school based reform efforts as determined by the Needs Assessment. ECS evaluates these projects and other research-based programs annually to determine if such projects and programs are meeting state and local goals. Evaluation results are presented to faculty along

with other assessment data. All programs serving eligible students regardless of ethnicity, race or socioeconomic status are presented in the least restrictive manner possible.

Strategies for establishing and sharing best practices include, but are not limited to: piloting innovative, research-based strategies; creating and sharing best practice teaching strategies; creating and sharing ideas for standards based classrooms; creating and adding to a bank of unit plans that are continually being developed and updated by staff; developing benchmark assessments; creating focus groups where teachers can discuss and share ideas; conducting book studies on relevant educational books studies; seeking innovative funding strategies; consulting with RESA, GADOE, Wiregrass Technical College , Georgia Military College, and Valdosta State University; Utilizing technology more effectively in each classroom by teachers and students; grade level common planning time; K-2, 3-5, 6-8, and 9-12 grade-level meetings; RtI intervention strategies; and collaborative efforts among all teachers of a student.



Is Plan Descriptor Revised?

28. Title II, Part D; E-Rate

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

Echols County Three Year Technology Plan 2014-2017): All teachers access web-based data through a DS3 line. School personnel are provided district supported email accounts with web access to promote better communication between the staff and parents. Faculty and staff can also use a web-based program to report school-related maintenance problems (electrical, building, technology, etc.). Due to limitations on wireless infrastructure, bandwidth, mobile device management and personnel, we have been unable to entertain, consider, pursue or implement 1:1 computing or BYOD. However, this year we will address those deficiencies with e-rate monies and mover toward 1:1. EC Technology Plan is uploaded as an attachment.

Teachers are providing instruction to students by integrating technology into the curriculum using software for CTAE and academic areas: Microsoft Office Suite, and Classroom Performance System for assessment (clicker system), A+ AnyWhere Learning, Study Island and Academy of Reading and Math. Teachers are using the Internet to do research and lesson plans from sites such as www.georgiastandards.org . Currently using the Internet and networked software teachers are instructing students in the various curriculum areas. Technology is being used by students to do research, complete online courses, career advisement and learn core curriculum (CCGPS) to include remediation, enhancement and self-paced learning. In addition, utility software is being used by teachers for attendance, grades, administration, and classroom management (K-12 Solutions—Infinite Campus).

ECS has found that professional development needs improving to ensure that teachers acquire the skills and knowledge to use these digital resources. Closing Valdosta State Education Technology Center had a great impact on our reliable source for technology training. Through the technology department and our curriculum director, we provide training to our teachers

and staff with each new initiative and offer additional professional development based on the annual needs assessment. Other tools for determining professional development are the GaDOE TKE/LKE Electronic Platform and Needs Assessment.

ParaEducator PD Now is one of the tools utilized to provide individualized Professional Learning training to paraprofessionals within our system. It is an Internet-based professional development (PD) website which delivers training and PD specific to roles performed within the school. The system provides relevant information to help individuals learn the various facets of the supportive role he/she performs in the classroom. As courses are completed, a personalized transcript is automatically created in the person's name. It records completion dates, course scores and other details. Courses must be completed with 80% accuracy or above.

Capitol Impact (CI) is a professional learning registration system used by all faculty and staff. The Program is used to manage multiple events, keep class rosters, provides certificates of completion and track professional development credits earned through the district and/or Coastal Plains RESA for attendees. It is a permission based registration tool. All faculty and staff have created a profile on Capitol Impact. The Program is managed by Coastal Plains RESA.

Mandated federal and state requirements are met by utilizing Compliance Director. It is a web-based, online training and management system which helps manage critical compliance related activities. It meets annual mandated training requirements, maintains legal records of employee training, and uniformly trains new hires all year long; professional learning remains high. There are eleven standard modules which are available 24 hours per day, seven days a week. Compliance Director is managed by Pioneer RESA.

This year we purchased each ESOL teacher an iPad that is used in addition to the computers in the classroom. The teachers are using the combination of the iPad for instructional apps and instructional games for letter recognition, sounding words, sight words, reading comprehension and spelling and the computer for a program that provides audio for reading a book that students are reading in class or use of integrated software.

GACollege411.org is used by the counselor with high school students to enable students to meet Bridge Bill requirements. Incoming freshmen use GACollege411 to plan out their high school academic schedule for four years. Students are asked to complete interest and skills inventories which link them to careers for which they may be best suited. Career exploration is utilized in ninth grade as well. In tenth grade, students are required to explore College Credit Now options by completing a Guideway tutorial. Eleventh graders explore colleges and universities with the expectation of applying to college in the fall of their senior year, which is also done through GACollege411.org on Georgia Apply to College Day. Seniors make a transition plan to map out their support system as they enter the college/career world. In February or March the seniors then complete their FAFSA application by first logging into GACollege411.org and linking to the IRS website on College Goal Day. Throughout high school, students use the various activities on this website to learn about themselves, create

resumes, and search for scholarships.

The Alternative school setting uses the cross-curriculum AnyWhere Learning (A+) as the major portion of delivering instruction to students that we host locally and runs across the district LAN. The ALS courseware contains over 5,500 lessons and over 200,000 content pages of research and objective-based, problem-solving courseware—plus assessment, alignment and curriculum management tools. Currently, over 75 ALS courseware titles have Lexile measures, allowing a reader (with a known Lexile measure) to be matched to the appropriate lesson content. The assessment tools for the ALS are integral to the management system. Educators can create placement tests within the curriculum based on any national or state learning objective. Due to budget cuts, we are unable to entertain the idea of having this courseware available over the Internet for student use.

iPads were purchased for the Migrant staff. This staff used the device to reinforce the standards presented in class. Examples of use are academic games, multiplication flash cards, sight words, writing and grammar. This device also comes in handy when needing to translate language for communicating with non-English speaking parents and students. The iPad is very helpful to this group as they assist students in homes that do not have or see this type of technology.

Most of the Special Education teachers have an iPad for instructional use, an interactive whiteboard and workstations available in each classroom. Applications are available that help students with poor fine motor skills take notes, review for academic tests and reinforce learning through academic games. Web-based software is also available as a resource and to monitor student progress.

Students are enrolled into Georgia Virtual Schools in various upper-level, advanced classes that are not available in the high school's regular schedule based on the discretion of the administrator.

Students who qualify (COMPASS testing and teacher recommendation) are enrolled in computer-based dual enrollment classes at area colleges. The school system network and Internet is used when personal access to the Internet is not available. COMPASS testing is offered on a single computer for student testing to qualify for various dual enrollment classes.

In our gifted program, technology integration includes use of TI-84 calculators for graphing and complex computations. Several apps are available for use through an iPad, but funds do not allow for the purchase of the iPad at this time. The students use the classroom computer for research on the internet and creating presentations along with digital cameras. The web-based program, Remind101 (one-way texting) is used to remind students of deadlines and upcoming tests.

At the high school campus, we have a distance learning system available that was provided through the Rural Utility Service through Wiregrass Georgia Technical College (WGTC) to connect the college with an eleven-county service and Valdosta State University (VSU). This

system is available for use with dual enrollment classes at any campus of WGTC and VSU.

Also in high school math courses, the TI-84 graphing calculators are as a teaching and instructional aide. Students use the calculators to complete graphs, complex computations, trigonometric analysis, and inputting data for statistical analysis. The calculators allow students to have a visual representation of equations. The iPad is used as an instructional resource in the math classroom through many different apps. Zipgrade is used to instantly grade student multiple choice papers. Ebackpack (web-based and Cloud-based) is used to transmit student work between the teacher and students. The iPad is also used as a graphing resource when connected to the projector to display 3-dimensional graphs.

Echols County Schools has implemented computer awareness classes through the use of early elementary and middle school exploratory programs to introduce formal keyboarding and technology training. With five stationary computer labs and four computers in each classroom, students have ample access to technology. A full time para-professional assists students and teachers during technology time in the labs and classrooms. This paraprofessional facilitates keyboarding skills through the use of online resources to groups of K-5 students through proper hand-eye coordination, keystroke, home row keys, and application features. This paraprofessional also instructs the K-5 students in digital citizenship topics through the use of a purchased, web-based program (BrainPOP) which includes, but is not limited to, social networking, information privacy, online safety, copyright and cyberbullying which meets the requirements for E-rate and Georgia Department of Education policy on Cybersafety. Students in grades K-4 attend a keyboarding and technology integration class. Kindergarteners work on hand-and-eye coordination using a web-based site (www.abcya.com) throughout the year. They are also introduced to the letters on the keyboard using online sites (www.annrymer.com/keyseeker). Students 1st – 4th grade are taught how to key correctly using online sites (www.bbc.co.uk, www.typingweb.com, and www.techconnect.glencoe.com). Students in the 4th grade are introduced to Microsoft PowerPoint and Microsoft Word and create simple projects. The 4th and 5th graders are using CCRPI Career lessons with the site <http://www.careeronestop.org/Videos/CareerandClusterVideos/career-and-cluster-videos.aspx> and www.cacareerzone.org with K-5th grades.

ECS has instituted formal keyboard training for sixth through eighth grade students. We currently purchase learning.com web-based instruction for 6th – 8th grade students, but will be switching vendors next year as this service will no longer be available. Instruction for 6-8 grade students in digital citizenship topics through Kto8 includes, but is not limited to, social networking, information privacy, online safety, copyright and cyberbullying which meets the requirements for E-rate and Georgia Department of Education policy on Cybersafety. This program teaches skills related to word processing, spreadsheets, and presentations. The goal is to provide an easy-to-use platform for developing computer literacy and applied technology skills preparing for secondary education, post-secondary education and career readiness. We have expanded this training with the addition of a web-based computer program to do career research and electronic portfolios (GACollege411). This powerful combination equips the student with practical knowledge that reinforces technology integration in classroom

instruction.

ECS currently has four wireless, mobile labs (1:1 computing)— two at each campus available for check out.

ECS's ability to increase and maintain access to technology for both students and teachers hinges on the availability of funding. Echols County Schools has adopted in the past a five year technology replacement plan and we have completed the five year period. This is a locally funded program whereby the district replaces all technology computing devices (desktops, laptops, servers) and finances the purchases through a special rate with state financial institutions. The district then repays the loan over the succeeding five year period. Additionally, foundation grants will be sought as a source of funds to finance technology at ECS. Extending our replacement and upgrades to six years occurred at the completion of the pay-off of the loan due to budget cuts. Replacement and upgrades is dependent on available funds at the pay-off of the current loan.

The entire school system connects to the Internet with bandwidth of 100Mbps per school as of July 1,2015. This connection is contracted through GADOE with AT&T as the internet provider and is connecting ECS to PeachNet(Board of Regents). Tier 1 is the connection from PeachNet to our Demarc with infrastructure and CIPA filter is in place. This grant specifies that there will be 100 Mbps per school with live connection beginning July 1, 2015. Echols County School district was awarded Tier 1 funds in the amount of \$19,000 for specifically Firewall and Content filter. A new Firewall was purchased, installed and configured on June 30, 2014. Echols County Schools did not apply for Tier 2, but applied for Tier 3 and was not awarded Tier 3 funds. ECS applied for E-rate on items in Tier 3 wireless infrastructure (Category 2) and was awarded funding for 2015-2016 for all of Category 2. in addition, ECS was awarded the Erate local portion for category 2 in 2015-2016 due to applying for the CFC grant in prior years.

Is Plan Descriptor Revised?

29. Title II, Part D; E-Rate

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

ECS's ability to increase and maintain access to technology for both students and teachers hinges on the availability of funding. Echols County Schools practices standardization of system software and hardware. Hardware specifications are reviewed every year using the local system inventory database and the system technology report submitted to the State Department of Education. The age of our computers is a concern when trying to plan for future digital access and online assessments. Funding for instructional hardware and software to support the school system's network may include Title I-A, Title I-C, Title II-A, Title III-A & Title VI-B along with grant opportunities, E-rate and the option for the district to secure a five

year lease/purchase loan. E-rate is applied for on eligible services and hardware each year.

The indication through the Resource committee that was formed to determine teacher technology needs in 2015-2016 and results from the committee's survey of teachers indicate a desire for increased access to technology which would then support the need for additional personnel to support the technology and professional learning that would need to take place before and during the planning, implementation and sustaining of 1:1 computing. Thus, ECS is considering hiring a technology integration coach. This will depend upon availability of funds.

Is Plan Descriptor Revised?

30. Title II, Part D (NOT APPLICABLE)

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

Is Plan Descriptor Revised?

31. Title II, Part D (NOT APPLICABLE)

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

Is Plan Descriptor Revised?