Pierce County Schools
Comprehensive LEA Improvement Plan
2016-2017

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.

Overview Specific areas of need are determined through an extensive annual needs assessment which provides direction for the implementation of the system and individual school improvement plans. This needs assessment at the system level includes planning meetings with (1) system-level school improvement teams which includes teachers, administrators, parents, community leaders, and board of education members (2) system-level leadership team which includes the superintendent, assistant superintendents, directors, and principals. These meetings provide the opportunity to determine barriers to student achievement and to discuss interventions needed to overcome these barriers. This system-level needs assessment also includes the following: student survey (Georgia Student Health Survey II); parent surveys (Title I, technology, Occupational, Home Language); teacher surveys (technology, Title I, professional learning). The surveys contain questions about the academic status of our students, parental involvement, teacher effectiveness, language spoken in student's home, professional learning of the school and system as well as stakeholders perception of the level of drug use, violence and safety of students both in school and on the bus. When the assessment results are received by the school system, student academic strengths and weaknesses are analyzed and guide instruction.

Pierce County Schools utilizes the following data to assess the needs of students experiencing homelessness are addressed yearly through the DIBELS (Dynamic Indicators of Basic Literacy), SRI (Scholastic Reading Inventory), AimsWeb for Math, and Georgia Milestones EOC and EOG when available. Academic progress is also monitored by utilizing benchmark assessments, and teacher-made assessments. Social and emotional needs are referred to the counselors from observations made by teachers. Information from these formal and informal assessments, as with other groups of children is utilized in the school improvement plan.

School level staff which includes principals, assistant principals, instructional coaches and building level leadership teams analyze individual school data. School Councils and Parent Advisory Committees with the assistance of system level and school level administrators review assessment results.

With the implementation of the new accountability measure CCRPI, AYP is no longer calculated. No schools in Pierce County were identified as Priority, Focus or Alert Schools. Even though none of the system's schools were identified, schools still disaggregated their data according to all groups as well as subgroups to determine academic progress. The Director of Student Services also facilitates a Data Dig to determine the areas of strengths and weaknesses in the instructional programs and strategies utilized with Students with Disabilities.

Pierce County Schools consists of five schools, three elementary, one middle school and one high school. The total enrollment for the school system for the 2016 school year was 3478 students in grades K-12. Of that population of students, 80.9% are White, 8.5 % are Black, 7.8% are Hispanic, 2.1% are two or more races, .6% are Asian, .1% (4) are Pacific Islander, and .1% are American Indian.

Elementary – ELA Grades 3-5

In ELA, the percentages of students not meeting grade level expectations in

- 3rd grade were 19%-All; 50% Students with Disabilities; 28%-Black; 32%-Hispanic; 16% - White.

- 4th grade – 15% All; 47% Students with Disabilities; 24% - Black; 46%-Hispanic; and 9%-White

- 5th grade – 16% -All; 57% - Students with Disabilities; 29% - Black; 29% - Hispanic; 14% - White

Students with Disabilities, African Americans, and Hispanics performed consistently lower than their counterparts in grades 3-5. When analyzing the data by the domain or content, the area of weakness are writing and language with 60% of students in 3rd grade will require remediation in writing and language; 41% in 4th grade; and 48% in 5th.

Elementary Math

- Third – 4% - All; 32% - Students with Disabilities; 28% - Black; 8% - White

- Fourth – 5% - All; 24% - Students with Disabilities; 4% - Black; 0% Hispanic;

- Fifth – 11% - All; 43% - Students with Disabilities; 12% Black; 0% Hispanic

Students with Disabilities consistently scored lower than their non-SWD peers in grades 3 -5. When analyzing the data and looking for areas in need of improvement, the domain(s) with the highest percentages needing remediation varied—in 3rd grade the areas of need were Geometry and Operations & Algebraic Thinking (41%); 4th grade was Operations and Algebraic Thinking (42%); and 5th grade, Geometry (50%) and Operations (50%).

Middle School (Grades 6-8)

In ELA, the percentages of students not meeting grade level expectations in

- 6th grade were 21%-All; 45% Students with Disabilities; 35%-Black; 33%-Hispanic; 18% -

White.

- 7th grade – 23% All; 70% Students with Disabilities; 26% - Black; 35%-Hispanic; and 22%-White

- 8th grade – 5% -All; 73% - Students with Disabilities; 35% - Black; 12% - Hispanic; 18% - White

Students with Disabilities, African Americans, and Hispanics consistently had a higher percentage scoring at Beginning Level than the other groups. When comparing the same cohort of students, i.e., those students who were in 6th grade in 2015 and transitioned to 7th grade in 2016, the largest gain was with SWD population as the percentage in Beginning Level 1 decreased by 15 pts. When analyzing the data by the domain or content, in 6th grade, 58% required remediation in writing and 45% in reading , in 7th grade 56% in writing and 58% in reading comprehension and vocabulary, and in 8th grade, 44% in writing, 47% in reading comprehension and vocabulary and 44% in writing.

Middle School Math *(Percentages relate to students scoring at Level 1 or Beginning Level)*

- 6th – 9% - All; 41% - Students with Disabilities; 13% - Black; 14% - Hispanic; 18% - White

- 7th – 10% - All; 45% - Students with Disabilities; 17% - Black; 12% Hispanic; 10%-White

- 8th – 11% - All; 59% - Students with Disabilities; 25% Black; 8% Hispanic; 11% - White

Students with Disabilities consistently scored lower than their non-SWD peers in grades 3 -5. When analyzing the data and looking for areas in need of improvement, the domain(s) with the highest percentages needing remediation varied—in 6th grade the area of need was Statistics and Probability (56%); 7th grade , Statistics and Probability (46%); and 8th grade, Geometry (44%). All three domains were areas of concern for the previous year.

High School *(Percentages relate to students scoring at Level 1 or Beginning Level)*

- Ninth Grade Literature – 17% - All; 57% - Students with Disabilitites; 39% -Black; 11% - Hispanic; 16% - White

- American Literature – 20% - All; 75% - Students with Disabilities; 54% - Black; 23% - Hispanic; 18%- White

- Analytic Geometry – 13% - All; 39% - SWD; 21% - Black; 20% - Hispanic; 12% - White

- Algebra I – 23% - All; 61% - SWD; 35% - Black; 21% - Hispanic; 22% - White

- Biology – 24% All; 68% - SWD; 60% - Black; 13% - Hispanic; 22% - White

Students with Disabilities consistently scored lower than their non-SWD peers on Georgia Milestones EOC. When analyzing the trend data, students enter high school with a gap in learning that sporadically lessens and widens but doesn't close.

Root cause analysis revealed that was no consistent pattern of teaching reading and even a divergent opinion on the meaning of reading. The rigor created by the implementation of the CCGPS left gaps and supplemental resources and materials were needed. The following programs/initiatives were implemented—FastForward; Reading Assistant; Read 180; Sonday Reading System; Extended Learning; Reading Intervention Specialists. A structured program called Bookworms will be implemented to support students in the area of literacy during the 2015-2016 school year.

Elementary Math

Students in grades 1-5 are administered the Math Computations assessment (M-COMP). Students in grades 2-5 participate in the Mathematics Concepts and Applications assessment (M-CAP). The domains assessed the M-CAP include number sense, operations, patterns and relationships, data and probability, measurement, data and statistics, geometry, and algebra. AimsWeb is administered three times annually. The percentage of students by grade level not meeting grade level expectations/scores on the M-COMP assessment are First – 35%; Second – 17%; Third – 7%; Fourth – 21%; and Fifth – 34%. Percentages not meeting grade level expectations/scores on the M-CAP were Second – 39%; Third – 1%; Fourth – 17%; and Fifth – 58%. When analyzing the data on M-COMP, Hispanic students (25.6%) and Students with Disabilities (62.6%) scored lowest. On the M-CAP assessment, Black students (35%) and Students with Disabilities (32.8%) scored lower than their peers. Of all grade levels, 5th grade students performed lower on both assessments while third grade performed the best.

 Root cause analysis revealed a lack of math interventions for at-risk learners. An increased focus on literacy without a balanced approach to math interventions posed a problem in math achievement. Leadership teams will conduct action research to determine which math intervention programs are scientifically-researched based and aligned with student needs. Pre-assessment data will be utilized to place students in flexible groups. Groups will be instructed in their area(s) of need during Extended Learning Time.

Elementary--To address the decreased performance, Pierce County Schools implemented Writing to Win during the 2014-2015 school year, however, Bookworms Reading Program was adopted in 2015-16. This program proved beneficial to students but was in conflict with Writing to Win. In 2016-2017, Pierce County Elementary Schools will introduce the writing companion to Bookworms. This program uses texts from the reading program to teach and writing and grammar conventions in context. Baseline data will be available upon receipt of EOG assessments. Writing to Win is a scientifically researched based program that provides concrete and practical guidance for every step of the writing process: prewriting, drafting, revising, proofreading, evaluating and publishing. A Writing Cycle approach helps teachers set

specific expectations, while students self-check how well they meet those expectations, becoming masters of their own thoughts in writing. Students experience heightened grammatical understanding, increased sentence variety and improved written usage and mechanics. Instructional Coaches will model the strategies and assist with the implementation of the program and monitoring the effectiveness.

Middle--Pierce County Middle School did not have an instructional framework of how to deliver instruction. For the 2016-2017, teachers and adminstrators will implement Learning Focused and strategies from the Ron Clark Academy. With Learning Focused teachers will teahers will increase their capacity to plan and implement exemplary lessons that engage all students in mastering rigorous content. The Ron Clark Academy provides teachers with the opportunity to observe at-risk students in a safe environment that supports rigorous instruction for at-risk youth. Special Education teachers will continue to utilize Kansas Writing Strategies is the writing program used to supplement instruction for Special Education students. MyAccess, a web-based program will be used to supplement writing instruction at the middle school to increase student achievement. The Instructional Coach at PCMS will assist with the implementation and monitor data to assess the effectiveness of the program.

High School

To address the deficiencies in literacy, Pierce County High School will continue the implementation of their Read 180 lab with the additional reading teacher. For the 2015-2016 school year, PCHS will add twenty additional seats. Additional seats will be purchased as the support seems to prove beneficial for students. PCHS will also continue to utilize MyAccess and technology to increase literacy across the content areas. Although the scores on Coordinate Algebra were common throughout the state, Math teachers will receive additional training in teaching the standards and bridging the curriculum gap created by the many changes to the math curriculum has endured over the past years.

Data analysis highlighted the trends across grade levels. Root cause analysis revealed that was no consistent pattern of teaching reading and even a divergent opinion on the meaning of reading at elementary and middle school levels. The rigor created by the implementation of the CCGPS left gaps and supplemental resources and materials were needed. The following programs/initiatives were implemented and will continue to be monitored and evaluated for effectiveness—FastForward; Reading Assistant; Read 180; Sonday Reading System; Extended Learning; Reading Intervention Specialists. Supplemental resources and materials are needed differentiate instruction and monitor student progress—Prosper, DIBELS, and Scholastic Reading Inventory.

Conversations from school and district leadership teams about inconsistent math progress revealed a trend of inconsistent curriculum. Vertical planning will occur so teachers across

bands can develop a roadmap and discern what students need to know in order to master the curriculum at the following grade level. Because the math curriculum has changed so frequently it is thought to have missing elements stemming of Pierce County Schools will implement the following practices and programs in order to increase achievement in reading.

ESOL and Migrant: Pierce County School System maintains a current list of all language minority students, including immigrant children and youth, their home languages, their current schools and grade levels, and English proficiency levels. Students whose education have been interrupted during the regular school year and are failing or most at risk of failing to meet the state's academic content standards are identified as "priority for services" by the Migrant program. The migrant Student Services Provider allocates additional time and resources for PFS students. The Home Language and Occupational Surveys are completed on every student entering the system and filed in their permanent record. Profile sheets are maintained for all Migrant and ESOL students. The profile sheet contains pertinent data which assists leadership teams in evaluating the effectiveness of the programs. Information pulled from Student Longitudinal Data System (SLDS) is reviewed and included in the Schoolwide Plan to determine services for the next school year: student's name, date of birth, grade level, number of years served by program, participation in other programs, exceptionality (if applicable), and student achievement data (benchmarks and state mandated assessment results). Although both EL students and migrant students scored as well or better than their peers, the increased rigor of the Georgia Milestones is a concern. With this in mind, ESOL teachers will participate in Writing to Win workshops and serve their children not only during their scheduled block of instruction, but also during Extended Learning Time.

English Learners

During the 2015-2016 school year, Pierce County Schools served 112 English Learners (EL), grades kindergarten through twelve, in the ESOL program. Elementary and middle school students were served using the pull-out and push-in models, while high school students were served through the scheduled class period model. Various types of student data are used to assess and monitor the academic progress and instructional needs of EL students. Universal screenings are used to determine the appropriate instructional strategies and/or interventions to meet their instructional needs and to differentiate instruction to increase their academic performance. Additionally, ACCESS and Georgia Milestones EOC/EOG data are also used to identify the areas of improvement and to determine a plan of action to address those areas. An analysis of the data is used to provide additional instructional support to improve students' academic performance.

Elementary

Based on the results of the **Kindergarten** Dibels 2016 Spring scores, **59%** of EL students met the benchmark in Letter Naming Fluency (LNF), compared to **78%** of all Kindergarten students. While **70%** of all Kindergarten students met the benchmark in Nonsense Word Fluency (NWF), **59%** of EL met the benchmark. In math, **64%** of EL students met the benchmark on the Oral Counting (OCM) portion of 2016 Spring AIMSWeb, and **55%** met the benchmark on the Number Identification (NIM) portion of the test.

In **First Grade**, **61%** of EL students met the benchmark on the Dibels Oral Reading Fluency (DORF), while **76%** of non-ELs met the benchmark. Based on the OCM portion of AIMSWeb math scores, **81%** of EL students met the benchmark, while **69%** met the benchmark on the NIM portion.

The results of the **Second Grade** Dibels DORF indicated that **67%** of both EL and non-EL students met/exceeded the reading benchmark. In math, **41%** of EL students met the benchmark on the AIMSWeb Math Concepts & Application (M-CAP), while **73%** met/exceeded the benchmark of the Math Computation (M-COMP) portion of AIMSWeb.

Based on the results of the **Third Grade** 2016 Georgia Milestones, **68%** of all students were Developing Learners (Level 2), Proficient Learners (Level 3) or Distinguished Learners (Level 4) on the ELA portion of the test, while **57%** of EL students at or above Level 2. On the Math portion, **84%** of all students scored at or above Level 2, while **96%** of EL students were developing, proficient, or distinguished learners. On the science and social studies portion of the Georgia Milestones, **89**% of EL students and non-EL students performed at a Level 2-4 in science. Though **83%** of non-EL students were Level 2-4 learners, **89%** of EL students were proficient in social studies.

Results of the **Fourth Grade** 2016 Georgia Milestones indicated that the two fourth grade EL students did not score at or above Level 2 on the ELA portion of the test, whereas **84%** of non-EL students scored at or above a developing learner (Level 2). On the Math portion of the test, both EL students were Developing Learners (Level 2), while **95%** of non-EL students score at or above Level 2. Eighty-six percent **(86%)** of all students scored at or above Level 2 in science, and **87%** scored at or above Level 2 in social studies. However, two (**50%**) EL students performed at or above Level 2 in science and **33%** scored at or above Level 2 in social studies. The results indicate additional academic language support is needed in ELA, science and social studies.

Based on the results of the **Fifth Grade** 2016 Georgia Milestones, **86%** of all students scored at or above Level 2 in ELA and **89%** in math, whereas, **66%** of EL students were developing, proficient, or distinguished learners in ELA and **100%** on the math portion of the test. On the science and social studies portion of the test, **66%** of the EL students scored at a Level 2 or above in science, while **85%** of all students scored at the same level. Eighty-four percent (**87%**) of all students scored at a Level 2 or above in social studies, and (**84%**) of ELs scored at or above Level 2, which is comparable to non-EL students.

Compared to other students in kindergarten through fifth grade, elementary EL students tend to perform at or above the same academic level as their peers in math. However, there continues to be an achievement gap in ELA, 4th grade science and social studies. Due to the increased rigor of state assessments and the Georgia Standards of Excellence (GSE), ESOL and classroom teachers will continue to participate in ongoing professional learning in order to provide additional academic language and instructional support to EL students.

Middle Grades
The results of the **Sixth Grade** 2016 Georgia Milestones indicated that **59%** of all students scored at or above Level 2 on the ELA portion of the test, but the two (2) EL students were Beginning Learners (Level 1). On the Math portion of the test, **68%** of all students scored at or above Level 2, while **50%** of EL students scored at the same level. Though one (50%) of the EL students scored at or above Level 2 in social studies, neither of them performed at a proficient level in science. Seventy-four percent (**74%**) of non-EL students scored at or above a Level 2 on the science portion, while **79%** scored at the same level in social studies.

Based on the results of the **Seventh Grade** 2016 Georgia Milestones, **59%** of all students were developing, proficient or distinguished learners on the ELA portion of the Georgia Milestones, while **25%** of EL students performed at or above the same level. However, on the math portion of the test, **75%** of EL students scored at or above Level 2, which was comparable to non-EL students (**79%**). Additionally, **25%** of EL students scored at or above Level 2 on the science and social studies portion of the test, while **52%** and **53%** of non-EL students scored at or above Level 2 in science and social studies.

On the **8th Grade** 2016 Georgia Milestones, **33%** of EL students were Level 2 on the ELA and Math portion of the test, while **80%** & **83%** of non-EL students scored at Level 2 or above on ELA and Math. On the science and social studies portion, **67%** and **33%** of ELs were developing learners in science and social studies, whereas **75%** and **77%** of non-EL students were developing or proficient learners.

The results of the middle school GA Milestones indicated that EL's academic performance in ELA, Science, Social Studies and 8th Grade Math is below the achievement level of their peers. Due to the increase in the rigor of the Georgia Milestones and the Georgia Standards of Excellence (GSE), ESOL and classroom teachers will continue to participate in ongoing professional development to become more knowledgeable of instructional strategies that provide additional academic and language support for EL students.

High School

On the 9th Grade Literature End-of-Course (EOC), EL students (**67%**) and non-EL students (**68%**) performed at the same achievement level (Level 2-3). Only **50%** of both groups of 9th grade students were developing or proficient learners (Level 2-3) on the Biology EOC assessment. However, in Physical Science, only **20%** of 10th Grade EL students scored at a Level 2, while **67%** of non-EL students scored at or above Level 2. On the Algebra I and Analytic Geometry EOC assessment, **73% and 77%** of non-EL students scored at or above

Level 2, while **57%** and **50%** of EL students scored at a Level 2.

Though English Learners academic performance in Literature is comparable to their peers, they continue to perform significantly lower in Physical Science, Algebra I and Analytic Geometry. To provide additional academic and language support, ESOL and content teachers will participate in ongoing professional development throughout the school year. Additionally, the ESOL teacher will adjust her schedule in order to implement researched-based instructional strategies and delivery models that will provide additional support to EL students.

ACCESS

The results of the 2016 Winter ACCESS depicted that there was an increase in positive movement from one performance band to another. Based on the data, **54%** of the EL students in Pierce County attained proficiency at a performance band of 5 or higher, compared to **33%** last year. Of the EL students enrolled in the ESOL program, 34 (32%) met the criteria to exit the language assistance services.

ELs with two or more years of ACCESS data demonstrated growth in all areas as follows: Speaking (+25.5); Listening (+23.1); Reading (+38.1); Writing (+31.8); and Literacy (+32.4). Overall growth across all domains was 31.5 points. Gains by grade level were 1st (61.5); 2nd (59.5); 3rd (29.7); 4th (40.7); 5th (28.2); 6th (25); 7th (20); 8th (20); 9th (17.5); 10th (18.3); 11th (19.6); and 12th (9.3).

Although students demonstrated growth on ACCESS for ELs, when review student report cards/progress reports, the same growth was not evident on a consistent basis. It appeared students performed as well or better than their peers, but further review of grades indicated ELs struggled to pass unit tests or other cumulative tasks. It would often take multiple opportunities to achieve a passing grade, if they ever did. Pierce County will address this concern by providing support to ESOL teachers and general education teachers. If appropriate supports are implemented students have a better opportunity of achieving master of content. Ongoing professional learning provided by a consultant throughout the year will assist teachers with implementing strategies which support ELs.

Migrant

Student Achievement Data--With the absence of Georgia Milestones data, schools utilized screeners and locally

developed assessments to measure student progress.

 Reading

Although **elementary** migrant students typically scored as well or better as a whole than their non-migrant peers on DIBELS, reading fluency and nonsense words still continue to be problem for kindergarten and first grade students. MEP students have difficulty with the application of literacy skills in writing and utilizing new skills on academic vocabulary. Although middle grade migrant students made gains on the post assessment, 83% scored in the lowest quadrant on Lexile scores as measured by SRI as compared to 28% of their non-migrant peers.

- 100% of high school students made 5% gains or higher on their Reading/ELA benchmark as compared to 65% of their non-migrant peers. Although 100% made gains, the pre-test score was extremely low and the MEP student ended with a failing post-test score.

- Math
    - 100% of migrant students in **elementary school** made 5% growth as measured by AimsWeb as compared to an average of 70% growth of their non-migrant peers.
    - Although 100% of **middle school** students made 5% growth,
    - 67% of MEP high school students made 5% growth on their math benchmarks, 75% of their non-migrant peers.

- School Readiness
    - Not implemented

➢ Retention
- Of the 106 students retained for the 2015-16 school year two were migrant (.02%). All high school students are on track to graduate.

➢ Student Engagement/Graduation
- Student engagement continues to a concern, with several students participating in migrant summer opportunities it is hoped that student engagement will increase.

A. Review of Parent Feedback

Parents are asked for input at each of the informational meetings held annually. Comments from final PAC meeting and information are used to evaluate services for the current school year and suggest improvements for the current year. Each school has a MEP building contact, which is an Assistant Principal. At the final Information Meeting, the Director of Student Achievement shared disaggregated data showing the progress of migrant students. Parents are now concerned with having Internet access at home in order for their high school students to complete college assignments at home.

Implementation Plans/Goals for 2016-2017

Improve math performance (move beyond basic computation to applying higher order thinking skills)

Improve reading skills (assist students with developing and cementing reading skills and increase academic vocabulary)

Improve writing skills (provide support and assist students with applying reading skills to writing prompts)

School Readiness (increase percentage of students entering formal school setting with early literacy skills)

OS & DO (develop language skills that are needed to complete education or gain employment)

Increase communication with parents about student progress (Call Alert at Progress Report time to parents of MEP students)

Encourage field trips to colleges and participation in Leadership Academies

IDEA: Pierce County Schools supports the early identification of students with disabilities through Babies Can't Wait, Child Find screenings, parental, and educational staff referrals. Once a child has been referred for a special education evaluation, developmental, academic, behavioral, speech/language, and medical documentation is analyzed along with the educational psychological evaluation.

Response to Intervention: The system also completes a universal screening in the fall, winter, and spring in oral reading fluency, reading comprehension, math computation, and math concepts and applications that determine the students below the 15th percentile so specialized interventions can be provided.

Individual Academic Student Data Before pre-planning students are assigned to classrooms and each school's administrative staff, with help from instructional coaches and counselors, pull individual test data for each student. During pre-planning, each teacher is engaged in data analysis of their own students' scores, as well as the overall school's results. Data is examined for each student to determine specific strengths and weaknesses. Students who were just above or just below either the pass/fail or the meet/exceeds lines are targeted as Bubble Students. More in-depth information is kept on the bubble students such as Lexile scores, STAR reading

and/or math results, benchmark assessment results, etc. Students who have previously been home schooled and grade placement is an issue, a comprehensive achievement test is administered to determine appropriate level of placement.

Title IIA: –Each year schools conduct a comprehensive needs assessment to address the equity indicators. The Title IIA Needs Assessment Worksheet provides the framework for organizing the data collected. Needs are determined by information collected through surveys and meetings with parents, business leaders, teachers, building and district administrators, and students throughout the year. Informal needs assessments are done throughout the year as concerns/needs arise. Equity needs are identified by gathering information related to the following program components: student achievement, professional learning, personnel, factors that impact the learning and working environment, and program administration. The Title IIA Coordinator compiles the Title IIA Needs Assessment Worksheet, meeting agendas and sign in sheets from each school as well as the Equity Plan Data Profile to create the District Plan. The District Plan is reviewed by the system's leadership team prior to submission.

Student Achievement

The following data sources were used to determine content areas, grade levels and subgroups that indicate areas for improvement.

Elementary – Scholastic Reading Inventory (SRI), DIBELS, locally developed benchmarks, and Georgia Milestones EOG Assessments; Student Growth Percentiles (SGPs)

Middle School – Scholastic Reading Inventory (SRI); locally developed benchmarks; MyAccess reports; Georgia Milestones EOG Assessments; Student Growth Percentiles (SGPs)

High School – Scholastic Reading Inventory (SRI); locally developed common assessments; Georgia Milestones EOC Assessments; Read 180 reports; Student Growth Percentiles (SGPs)

When student progress is monitored by cohort, students showing high and typical growth decreased from 2013 to 2014 in elementary ELA (7 pts.) and math (5 pts.) in middle school. In addition to Students with Disabilities, Black and Hispanic students scored lower than their peers on state assessments. In elementary an average of 50% required remediation writing and language and 42% in reading comprehension and vocabulary. In elementary math, areas of concern were Operations and Algebraic Thinking (44%) and Geometry (46%). Middle school an average of 58% required remediation in writing and language and 52% required remediation in Statistics and Probability and 44% in Geometry. In high school—Algebra I (23%) and Physical Science (28%) had the highest percentage of students not meeting the standards. Areas of concern in high school are Ninth Grade Literature with 58% requiring

remediation; American Literature and Composition – 61% requiring remediation in Reading & Vocabulary and 50% in Writing and Language; Analytic Geometry – Congruence & Similarity (47%); and Algebra I – 48% Algebraic Connections to Statistics and Probability. In reviewing the data, writing and reading comprehension are weaknesses across grade levels, there is also a trend relating to the lack of student progress in geometry. A consistent framework for teaching content and instructional strategies on teaching writing and mathematics are needed across all grade levels.

To ensure students are not placed with inexperienced, ineffective teacher for two consecutive grade levels, administrations keep track and review assignments on a spreadsheet. When test scores are received, scores are compared within the RESA area, state and national achievement results when available. When comparing scores, Pierce County Schools performs as well or better than the RESA and State.

Professional Learning

Pierce County Schools utilizes perception surveys, professional learning evaluations, Georgia Milestones, TKES and LKES data to determine professional learning needs. The system's schools are not under a directive from local, state or federal entities to complete specific, targeted professional learning as indicated that two of the schools were identified as Highest Performing and one, High Progress. The CTAE Coordinator and teachers attend training each year in order to provide support to teachers and students. Results of the Professional Learning Survey indicate teachers feel they need support in the following content areas and pedagogy: Math (61%), Reading (55%); ELA (48%); Classroom management (49%); Academic and Behvioral Interventions (54%); Students with Disabilities (51%); English Learners (44%); Migrant (59%) and Economically Disadvantaged Students ((54%).

Job-embedded coaching and support provided by Instructional Coaches was indicated to be an effective method of providing professional learning (45%); however, teachers indicated additional follow-up support from consultants would prove beneficial when implementing a school-wide program such as Bookworms and Learning Focused Strategies.

Leader Development

Four of the assistant principals in the system have less than three years of experience in education. When surveyed these principals felt they need support in providing instructional leadership and effective feedback. The District has nothing in place for them. In the past, assistant principals and principals participated in Leadership Classes at OKRESA and those offered by GLISI. Pierce County provides training on using evaluations to improve teaching and learning, integrating technology, developing/selecting assessments and using those assessments to support instruction. It is evident however when reviewing TKES data that additional training is needed on using evaluation results to inform decision making and using data to develop plans to improve instruction. Central Office personnel will guide

administrators in the GLISI Module—Leading a Team to Analyze Root Causes Using Quality Tools.

Professional Development

Each school has a leadership team comprised of teachers from each grade level, support staff, and administration. The members of the teams rotate off according to the schedule established at each school. These leadership teams are involved in the decision making for the school and chair school improvement committees. The District also created the following teams which include teachers: STEAM, Technology, Wellness, and Professional Learning. Although the system felt all of these opportunities promoted professional growth, 56% of the faculty surveyed do not feel that the district provides opportunities for professional growth as related to leadership. The system will work to provide opportunities such as Teacher Support and Coaching Endorsements as well as conduct research on best practices to promote professional growth within a school and district.

Personnel

Recruitment

Current recruitment activities include posting the information in newspapers, online (AppliTrack and Teach Georgia), and the Department of Labor. The Special Programs Coordinator attends recruitment fairs as well. The most consistent pool of candidates appears to come from those who graduated from Pierce County High School. During the 2016-2017, a committee will be created to study the cost of implementing an Education and Training Pathway (Teaching as a Profession). At the close of the 2015-2016, there were twenty-two (22) vacancies, with the largest need at the middle and high school levels. Of the personnel hired, three are enrolled an alternative teaching pathway and ten (10) have less than 3 years of experience. The most difficult content areas to staff are math and science fields such as chemistry and physical science. This is evident because of the personnel hired at PCHS, three must take the appropriate content area GACE in either math or science. With the change in math curriculum, elementary schools now seek to hire teachers with math content knowledge as with middle grade teachers. All core academic teachers and paraprofessionals hold the state required professional qualifications. In order to ensure teachers are qualified to teach multiple subjects, the system will require teachers (for example, Special education teacher) who prove they have aptitude to teach other subjects to take the appropriate content GACE.

Retention

Five of the teachers hired for the 2015-2016 school year left the system, not education—the system. Of the new personnel, Instructional Coaches will implement a mentor program and

assign mentor teachers to support them during their transition. The current retention rate is 8.5%, a gradual increase from 7.72% in 2014. The state's attrition level has also decreased from 12.9% to 11.12%. The trend indicates those at Level 4 and Mid Years of Experience are leaving at a greater rate. Middle school and high school are seeing the largest number of vacancies in the areas of science and math. Middle schools are now in competition with elementary schools for math teachers, as elementary principals seek those with content specific knowledge.

Teacher and Leader Effectiveness

TKES and LKES have been fully implemented in Pierce County for the last two years. Additional professional learning on what differentiated instruction looks like in a classroom is needed as all administrators expressed different views on what exemplary implementation of differentiation is. New teachers receive training on the standards included in TKES evaluation during New Teacher Orientation. Both teachers and leaders self-assessments indicate a weakness involves differentiated instruction for all. Okefenokee RESA will offer training for all schools during the fall. Performance goals are established each year during the pre-conference. They are monitored during mid-year conferences and summative conferences. When observations and student performance indicate a teacher is at-risk, the Instructional Coach and other building and system experts provide support. Regular meetings are held to ensure they are improving. Teachers who score an Ineffective or Needs Development are placed on a Professional Learning Plan which includes timeline.

Factors that Impact the Learning and Work Environment

Support Programs and Interventions

All classes across grade bands and content areas have relatively equivalent numbers. At some point during the day, 54% felt that students with disabilities would benefit from reduced class at some point during the day. The Director of Special Education will provide after school support so students can have extra time to learn grade level content material.

Effective School Library Programs

Media Specialists currently provide professional learning to teachers on integrating technology. Although 67% of the teachers surveyed indicated that media specialists provide instructional support by teaching students about technology tools that support learning and help develop critical thinking skills.

SWD/EL Programs and Activities

The school has programs and activities that increase the ability to effectively teach students with disabilities and English Learners.

English Learners – An EL specialist was brought into the school to provide professional development (WIDA Standards, MPI's, and Can-Do Descriptors) for general education teachers and the ESOL teacher. The PD focuses on best practices for planning instruction. Our school provides an EL teacher to support classroom teachers, as well as provide language acquisition for EL students. ESOL teachers also attend yearly ESOL conferences.

SWD – Special education teachers in our school meet with teachers regularly to discuss instruction and testing accommodations. Special education teachers, along with general education teachers, attend trainings and conferences to learn the most effective methods to serve and plan for students with disabilities. They share strategies and provide services that best support students' needs (inclusion, consultative, and resource).We have a system-wide behavioral specialist that addresses the needs of students on an individual basis if needed.

Grant Administration

Prioritizing funds

Pierce County Schools does not have a fiscal requirement to provide professional learning. Two elementary schools were designated as High Performing and Pierce County Middle School was designated as a High Progress School. Scores for Pierce County High School are in the top quartile of the state.

Needs Assessment/Consultation

All programs follow the same process as Title I for conducting the needs assessment. When each program compiles their data from each school into one report, the reports are shared with the District Leadership. The information is then shared on the District website in the CLIP.

Internal Controls

Procedures are in place for conducting the comprehensive needs assessment. A timeline should to be included. Pierce County was not monitored during the 2015-2016 school year.

Title II, Part A Components and Equity Interventions

1. Professional Learning – Offer Professional Growth Opportunities Designed to Produce

Teachers and/or School Leaders Prepared to Promote the Success of All Students

2. Personnel – Support the Retention of Effective Teachers

h. Prioritized Needs
1. **Need:** Improve classroom instruction through analyzing disaggregated data (Instructional Coaches, mentors for at-risk teachers and principals, Differentiating Instruction PL)
2. **Need:** Improve the teaching of writing and the utilization of the appropriate genre in core academic content areas (Instructional Coaches; PL for Instructional Technology, Bookworms, Standards Based planning)
3. **Need:** Increase the number of general education, core academic teachers utilizing the WIDA Standards to support instruction for English Learners (Instructional Coaches; ESOL Consultant; PL for differentiating instruction and integrating WIDA standards with core content standards)
4. **Need:** Increase the number of teachers who provide effective reading instruction (Instructional Coaches; PL for differentiating instruction, implementing Instructional Technology, and the teaching of reading)
5. **Need:**Improve the instructional program by providing support for teachers (general and special education, gifted and ESOL) through planning, collaborating, organizing, mentoring and facilitating change. (Instructional Coachers, Mentors for at-risk teachers and principals, PL for Standards based planning and creating a positive school environment)
6. **Need:** Increase support for new and veteran at-risk teachers
7. **Need:** Improve student engagement

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

a. **Accomplish annual needs assessment:** Assessment of system needs includes planning meetings with (1) the school level school improvement team which includes teachers, administrators, parents, community leaders, and board of education members meet quarterly to evaluate the effectiveness of initiatives; (2) system level leadership team which includes the superintendent, assistant superintendents, directors, and school administrators meet monthly; (3) school level leadership teams which include school administrators, representatives from all content areas, resource teachers, counselors, media specialists meet at least once a month, (4) School Councils and Parent Involvement Committee members meet quarterly, (5) the Principal meets as needed during the year with IHEs in the community, (6) and the Title IIA Coordinator attends regional meetings with other Title IIA Directors and IHE representatives.Planning meetings provide the opportunity to determine barriers to teacher

equity and suggestions to overcome these barriers. Needs are also determined through surveys distributed to all stakeholders.

b. **Prioritize needs:** Planning meetings provide the opportunity to determine barriers to teacher equity and suggestions to overcome these barriers. Needs are also determined through surveys distributed to all stakeholders.

c. **Identify actions or strategies contributed to the equity plan**: System and school level action plans are developed based on the results of surveys and prioritized needs.

☑ **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;

LEA Narrative Descriptor 2:

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;

Pierce County Schools use a number of high quality academic assessments in addition to those identified by the state to determine students' success: To determine success on standards and progress being made toward meeting standards, and to inform teachers, parents, and students: - state required assessments - ACCESS for ELs - Performance assessments and benchmark assessments at all levels in all core content areas based on the Georgia Performance Standards and the Common

Core Georgia Performance Standards . - teacher made tests - rubrics - computerized assessments (Lexia, Study Island, Georgia Milestones EOC and EOG, DIBELS, SRI, AimsWeb)

ESOL teachers administer the W-APT to determine student eligibility screener for the ESOL program. Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) is the annual measure used to assess English language proficiency of EL students in grades Kindergarten through twelve. It is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. ACCESS for ELLs meets the federal requirement that mandates states to evaluate EL students in grades K through 12 on their progress toward and attainment of English proficiency.

ACCESS for ELLs is used to determine the English language proficiency levels and progress of ELs in the domains of speaking, listening, reading, and writing. ACCESS for ELLs serves five main purposes. These include: (1) determining the English language proficiency level of students; (2)providing districts with information that will help them evaluate the effectiveness of their ESOL programs; (3) providing information that enhances instruction and learning in programs for English language learners; (4) assessing annual English language proficiency gains using a standards-based assessment instrument; and (5) providing data for meeting federal and state requirements with respect to student assessment.

The ACCESS for ELLs series spans five grade level clusters and six proficiency levels. The grade level clusters include: Kindergarten, Grades 1-2, Grades 3-5, Grades 6-8, and Grades 9-12. Results for ACCESS for ELLs are reported in the four domains and proficiency in six levels. The six proficiency levels are: Entering (Level 1), Beginning (Level 2), Developing (Level 3), Expanding (Level 4), Bridging (Level 5) and Reaching (Level 6). There are three distinctive, yet overlapping, tiers for each grade level cluster except kindergarten. The kindergarten assessment is individually administered and covers all proficiency levels.

Academic Progress and other pertinent information are shared with teachers, parents, and students: - Teachers - staff meetings, professional learning opportunities, memos, team/grade level/department meetings, E-mails - Students and Parents – parent conferences, student conferences, newsletters, school and system websites, report cards, Internet, other websites, local and area newspapers, State DOE Report Card, letters and memos, individual phone calls, automated call centers, individual student test results, E-mail, PTO meetings, part of the registration process, transition orientations, Parent Advisory Committees (Migrant and Title I), School Councils, Stakeholder committees.

Title I, Part C

The MSSP serves as a liaison between the school, parents and the students. She is introduced to new families and grade level expectations are explained at the annual Migrant Open House night. Once migrant students are identified teachers are required to locate and analyze available data in the Georgia Student Longitudinal Data System (SLDS). The MSSP also utilizes MSIX to fill in any gaps in information. She collaborates with the teachers of the students she serves to provide support that is based on student needs as determined by locally developed or state mandated assessments.The MSSP provides supplemental, inclusion support for migrant students in the classroom. She allocates additional time for those who are identified as 'priority for services'. Her schedule also provides times in which she can participate in parent/teacher conferences where information on student progress towards meeting Georgia's academic achievement standards is shared.

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;

To assist in diagnosis, teaching and learning in the classroom Pierce County Schools utilize - State required assessments - Performance assessments and benchmark assessments at all levels in all core content areas based on the Common Core Georgia Performance Standards.

The Weschler Individual Achievement Test, Second Edition (WIAT-II) is administered as appropriate to students who require an educational psychological evaluation/reevaluation.

The Kaufman Test of Educational Achievement, Second Edition (KTEA-II) is given as needed in order to guide academic instruction of students with disabilities.

The Naglieri Nonverbal Ability Test (NNAT) is administered annually. The NNAT 2 is an assessment tool that uses progressive matrices to allow for a fair evaluation of a student's nonverbal reasoning and general problem-solving ability, regardless of what language is spoken, or the child's educational or cultural background.

The W-APT is administered to those who answered yes to one or all three of the questions on the Home Language Survey to screen students for eligiblity for English Language Services.

Scholastic Reading Inventory (Grades 3-12) – administered three (3) times annually.

A research-based, computer-adaptive reading assessment program for students in Grades K–12 that measures reading comprehension on the Lexile Framework$^{®}$ for Reading. The most powerful feature of the *SRI* is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations. Aligned to state tests, *SRI* helps educators forecast student achievement to those important goals.

Read 180 (Grades 6-12) is an instructional model where teachers begin and end each session with Whole-Group Instruction that engages the entire class. In between, students break into groups and rotate through three stations for Small-Group and independent learning. Following the *READ 180* Instructional Model is proven to result in significant gains in reading achievement for students after one or two years participation.

Sonday System (Grades K-5)

An intervention program which enables teachers to use multisensory, structured phonics quickly and successfully for every level of intervention.

c. To determine what revisions are needed to projects so that such children meet the State student academic achievement standards;

To determine what revisions are needed to projects Pierce County Schools utilizes assessments which align with the Common Core Georgia Performance Standards. The following instruments are utilized: state mandated assessments (Georgia Milestones and SLOs); performance assessments/tasks; locally developed or commercially produced benchmark assessments; and rubrics. Computerized assessments (Lexia, Study Island, ~~STAR reading and math~~) are utilized as well informal assessments (teacher observations, checklists, student conferencing).

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;

To identify students who have difficulty reading including EL students, migrant students, immigrant students, homeless students, students with disabilities, and low socio-economic students Pierce County Schools utilizes state required assessments - Lexia, a computerized diagnostic reading test designed to evaluate Phonics and Decoding Skills from letter recognition to Latin-derived words, commercially prepared screening and diagnostic instruments - computerized assessments (Lexia, Study Island, DIBELS).

AIMSWEB—Math Screener (Administered three (3) times annually)
Universal screener for RTI

DIBELS (Grades K-5)--Administered three (3) times annually
A set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.

The Home Language survey is used for the initial screening for other language students. In the past, the form was included on the registration form and in the registration packet distributed each year. Beginning with the 2014-2015, Pierce County Schools began using a separate form as the Home Language Survey in order to provide a clear statement of the form's purpose to parents/guardians and to include three specific "language-related" questions. It is included as part of the initial registration and for students as they enter school during the school year. We use the Home Language survey that is provided by the GaDOE to identify students whose language may pose a barrier to learning. Any form on which parents answer "yes" to one of the three questions is routed to the ESOL teacher. The ESOL teacher reviews the student's files to ascertain if the student has been or is currently served by an ESOL program. If not, the ESOL teacher administers the W-APT. If the student scores within the appropriate range a meeting is held to notify the parent of eligibility. If the parent waives services the ESOL teacher still provides support through consultation with the general education teacher.

All schools in the district will use the Occupational Survey Form provided by GaDOE Region 2 MEP to screen for migrant family and students. The Occupational Survey is included in the registration packet. The MSSP reviews all Occupational Surveys and follows-up with parents who mark "yes" in the relevant section. After interviews and COEs are completed, potentially eligible migrant students are referred to GaDOE Region 2 MEP. We are working with the GaDOE Region 2 MEP to provide training to school administrators about the rights of immigrants and migrants.

☐ **Is Plan Descriptor Revised?**

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

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

LEA Narrative Descriptor 3: Pierce County Schools has participated in the National Assessment of Educational Progress in the past and if selected to participate in the future will willingly do so again.

When the opportunity arises again, homeless students will be included along with all other students when the roster is submitted for random sampling. Pierce County will utilize the NAEP website for assistance in interpreting the results. Pierce County will also utilize the information provided by the GADOE in analyzing the results in order to make informed decisions about improving instructional practices.

☐ **Is Plan Descriptor Revised?**

4. Title II, Part D; E-Rate

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

LEA Narrative Descriptor 4:

The mission of Pierce County Schools is to promote excellence as the standard. This mission is accomplished through school and district improvement plans. The Pierce County Schools technology plan is an effort to ensure that the goals and objectives of the school improvement plans are achieved and supported with appropriate technology resources. Technology integration is essential to enhance instructional and operational processes.

COMMUNICATION AND MARKETING:

The Pierce County School System utilizes our websites, email system, calling system, weekly articles to the local papers, Chamber of Commerce publications and our annual report to help disseminate information to community stakeholders. Regular press releases, Internet articles, and staff newsletters all combine to keep the community informed about school activities and progress. System, schools, and teacher websites are used to communicate with parents and the community. The websites contain school start and dismissal times, announcements, assignments, course syllabi, and announcements among other information. The system website features upcoming events, recent school news, the school calendar, lunch menus, a message board and special pages with links and information for parents, students, and community members.

The parent portal allows parents and guardians to view academic progress and attendance. Test results and progress within schools and the system are also presented on the system website, in the local newspaper and in newsletters sent out monthly.

Pierce County Schools maintains an automated phone system that calls the home telephone of students to alert parents of up coming events, emergencies, announcements, changes of schedule, or other important information.

School related articles regularly appear in the local town newspaper, The Blackshear Times, which also includes a weekly section written by the students in the Pierce County High School Journalism Class.

Regular and consistent technology planning occurs through collaboration between the Pierce County School System technology department and system-level staff development, curriculum, media, Title I, special education, and ESOL personnel. Bi-annual meetings allow stakeholders to develop successful strategies to insure that all stakeholders have input into a System-level plan.

The vision of the systems' Technology Plan will be to continue and enhance the following efforts:

· Continue to restructure classrooms to facilitate valid, standards-based instruction, and provide software, equipment and resources in all academic classrooms

· Continue the implementation of authentic models for assessing student achievement and diagnosing data to differentiate instruction and maximize achievement

· Provide equal opportunities and assistive technologies for students with special needs or disadvantaged sub groups

· Continue to utilize a web-based grade book and parent interface for the secure access of student attendance, grades, and other data regarding the students' academic standing

· Create baseline standards for classroom technology and initiate system wide purchasing policies

· Implement high performance, web-based software to administrative personnel that will allow easy data collection and distribution to school personnel

· Continue to provide current, web-based information to inform the community of overall student requirements, performance, and achievement

· Engage in continuous evaluation of instructional practices and technology integration to monitor student and teacher technology literacy in accordance with National Technology Literacy standards

☐ **Is Plan Descriptor Revised?**

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

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2016-2017

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

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

LEA Narrative Descriptor 5:

a. Specific mention of disadvantaged students, migrant students, limited English proficient students, and students with disabilities.

Pierce County currently provides services for EL students, migrant students, students with disabilities and economically disadvantaged students. Many strategies are used to ensure that the needs of disadvantaged students are identified and met. Strategies include: Data disaggregation at the district and school levels completed to identify areas of strengths and weaknesses for schools, classrooms, and individual students.

The Early Intervention Program (EIP) is designed to serve students with identified developmental deficiencies that are likely to result in problems in maintaining a level of performance consistent with expectations for their respective ages. The purpose of EIP is to provide additional instructional resources in the areas of reading and math to students in grades K-5 who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time. The appropriate model is selected locally in coordination with the regular instruction program, special education program and ESOL program.

Response to Intervention (RTI) - Pierce County Schools utilizes AimsWeb as the math universal screener and DIBELS as the reading screener for RTI which is administered three times per year.

Remedial academies/labs that identify and work with incoming low achieving students at the middle and high school in the areas of reading and mathematics are available.

After school and summer school programs, when funded, at the elementary, middle and high school levels are made available for all students (including EL, Migrant, Students with Disabilities, homeless, and economically disadvantaged) who need extra assistance in the

content areas, as well as, test taking strategies. Transportation is provided for all students.

Title I funds will be used to fund Instructional Coaches to support teachers and model effective instructional practices--two coaches at Blackshear Elementary School; 1 at Patterson Elementary School; 1 at Midway Elementary School; and 1 at Pierce County Middle School. To support the instructional program at Pierce County Middle School 1 Reading Intervention Specialist as well as 50% of 1 Math Intervention Specialist will be funded. To support the instructional program and assist with reading and math interventions, 1 Math and Reading Intervention Specialist will be funded at Blackshear Elementary School as well as 1 Math Intervention Specialist at Midway Elementary School and 1 Math Intervention Specialist at Patterson Elementary School. Math Intervention Specialists and classroom teachers will utilize Reflex Math, The Number Corner, Number Talks and ALEKS software to provide supplemental instructional support. Reading Intervention Specialists and classroom teachers will utilize Sonday Reading Program, Writing to Win, iStation, and Bookworms Reading Program. Supplemental software programs will be purchased at each school if funds are available.

b. Specific steps the LEA will take to ensure that all students and teachers have increased access to technology

Media specialists and Instructional Coaches will attend the Georgia Education Technology Conference to remain current and emerging instructional technology. The Instructional Coach will provide assistance to the classroom teacher to increase the opportunities for the uses of technology by students during instruction. Each year faculty and staff participate in a Needs Assessment Survey to determine their needs in relation to instructional technology and professional development for the implementation of the technological equipment. Instructional Coaches, building level technology specialists, Media Specialists and grade level representatives attend the annual Georgia Technology Conference in an effort to form a cadre of instructional technology experts within the system as an increasing number of devices become available that can assist with improving student learning.

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.

Funds are made available through QBE- 20 additional day and Title I. Lead Special Education teachers at each school coordinate work among special education and regular education teachers in the school and between the school and the central office. The Lead teachers meet monthly with the Director of Student Services to ensure continuity between schools and to maintain a focus on a rigorous curriculum and accurate assessments. We have increased the number of co-teaching classrooms and whenever possible, have kept students with disabilities in the regular education classroom to ensure they have the opportunity to learn on-grade level material. Extended School Year (ESY) services are provided for students with disabilities in accordance to determinations of need made by their Individualized Education Program (IEP)

team. English Learners (ELs)- students are currently served by four certified ESOL teachers. EL students utilize the software programs, My Access for additional assistance in reading and writing. The elementary and middle school use flexible grouping based on scores from screeners and benchmarks to schedule Extended Learning Time (ELT) during the day. Special Education and ESOL teachers are included in all professional learning and curriculum workshops and are expected to use the same standards and strategies as their counterparts in regular education. Title I, Part A funds are used to provide a full-time Parent Involvement Coordinator for the system. Title I, Part C funds are used to provide ==40% salary== for a Migrant Student Services Provider for the system. She provides additional assistance for eligible migrant students devoting addition time to those identified as "priority for services". ==Local funds are used for the remaining 60% of the MSSP's salary since she also serves as the system-wide translator.==

☑ **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.

LEA Narrative Descriptor 6:

Pierce County School System seeks to provide high-quality, scientifically research based professional development programs with follow-up and support to promote the retention of knowledge and enhance skills related to the use of technology for productivity, teaching, and learning. To accomplish this goal, courses, conferences, workshops, site visitations and other related activities should be aligned with system level goals. Due to this change instructional technology support will be provided by RESA or a vendor contracted by RESA for schools and systems. At the system level, experienced trainers facilitate professional development opportunities in the area of technology for all Pierce County personnel. Professional learning courses are offered that promote current system initiatives, increase skill and productivity in specific applications, provide strategies for using technology to enable or enhance learning, and provide hands-on training of emerging technologies in accordance with the Common Core Georgia Performance Standards.

Pierce County School district will use funds from Title I, II, III VIB, Perkins and IDEA to provide professional learning on the integration of technology and instruction to improve and support teaching, learning, and technology literacy. Research conducted Leadership Teams

and school media committees recognize instructional technology an effective way to promote student engagement and enhance instruction. The District will utilize local funds to purchase some instructional technology, Title IA will supplement those funds. Title VIB RLIS will supplement Title IA funds to support efforts to have instructional technology to support student learning in all classrooms.

☐ **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.

LEA Narrative Descriptor 8:

a. Pierce County School District provides technical assistance/professional learning on how to assure programs are scientifically and/or evidence-based for school and central office leadership personnel. All materials must have a firm research-based background. Schools wishing to make major purchases can only do so with the agreement of the central office and after a rigorous screening process. The need must be supported by the school improvement plan of either the district or school. When we identify the need for additional resources we investigate available resources that fit our needs. We only allow vendors to come into the system to demonstrate their programs at our request. Each vendor is required to provide documentation and research proving their scientifically and/or evidence-based status. The Pierce County school system complies with the Principles of Effectiveness by selecting and implementing scientifically and/or evidence-based practices and products targeting assessed needs. Pierce County School District provides professional learning activities to teachers and other school personnel for implementing scientifically based practices and products. The

following SBR and/or evidence based professional learning activities have been implemented and have been on-going for the last three years: Learning Focused Strategies, Assessment FOR Learning strategies, Unit Writing in all Content Areas, Least Restrictive Environment Project, Georgia Performance Standards, My Access, My Reading Coach, Reading Academy, Math Academy and Differentiated Instruction. Although Reading Recovery and My Reading Coach are no longer utilized, Reading Intervention Specialists and Instructional Coaches provide support for teachers and at-risk students. Identified professional learning needs are to improve the academic performance of subgroups; increase the opportunity for teachers and leaders to develop leadership skills; increase support for new and at-risk teachers; improve student achievement in the areas of literacy and math; increase student and teacher engagement. Additional focus areas for professional learning are Standards-Based Classroom instruction, Differentiation, Lexile, Positive Behavior Intervention Strategies, reading strategies, writing strategies, math strategies, assessment, and grading. Central office personnel, instructional coaches, and trained teachers use the redelivery model to train teachers and administrators in the effective use of the Georgia Performance Standards, Common Core Georgia Performance Standards and the Georgia Standards of Excellence. Teachers are expected to implement these strategies and programs into their GPS and CCGPS units. Once professional learning activities have been presented, programs or technology have been purchased, Pierce County School District provides support for implementation by utilizing the skills and content knowledge of instructional coaches or outside consultants. The instructional coaches usually begin doing job-embedded sessions after staff has had sufficient time to implement new strategies or programs/technology. Instructional coaches are available during daily planning time, standards-based planning time, etc. See descriptor number 6 for Title IId.

b. Strategies for ensuring funds are expended on scientifically and/or evidence based practices.

Principals are required to submit proposals to the program director(s). The proposal includes a description of the service or product to be purchased, and a reference to specific educational research that provides scientific evidence to support the service, product, approach to instruction. Once the program director verifies the contents of the paper and adequate funding is obtained, then the proposal moves to the Superintendent and finally the Board of Education, if applicable.

Individual schools are required to submit a form that correlates to their school-wide plan with the request for funds. Pierce County School District attempts to improve on weaknesses in instruction by providing professional learning activities to teachers and other school personnel for implementing scientifically and/or evidence based practices. The following professional learning activities have been implemented and are on-going for the last three years: Learning Focused Strategies, Assessment For Learning strategies, Least Restrictive Environment Project, Georgia Performance Standards, Standards to Rubrics, and Differentiation of Instruction. In addition to the these areas Positive Behavior Intervention Strategies, Lexile, reading strategies, math strategies, writing across the content areas and CTAE pathways will be included. A committee process/stakeholders are involved in making decisions for purchasing large items/programs or system-wide initiatives. Committee members are provided

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a rubric/evaluation form that assures SBR compliance. Program examples follow: Textbook adoption, AR Math/Reading, Abstinence/Drug Educator. Require vendors/consultants to provide SBR research for products and services. - complies with the Principles of Effectiveness by selecting and implementing scientifically and/or evidence-based practices and products targeting assessed needs - Learning Focused Strategies - - Understanding Poverty – Ruby Payne --A+ Learning System Software

☑ **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.

LEA Narrative Descriptor 9: Title I, Part A; Title IC; Title IIIA; Title VIB (REAP) will be used to supplement QBE funds in providing materials and resources needed to implement the curriculum and instruction at all grade levels. Title I, Part A; Title II, Part A; Title IC; Title IIIA; Title VIB (RLIS) and IDEA funds will be used in providing professional development for administrators, teachers, professional support staff, parents, community members, and other appropriate persons when appropriate. Professional development activities are designed to be the catalyst for educational change and the vehicle for implementation of new approaches and improved educational programs leading to high achievement in academic subjects. Most activities are designed at the school level. Training will focus on best teaching practices to specifically work with special needs or at-risk students to include gender equitable instructional methods. As a part of the process, outside resources will be invited into the school to provide training, act as consultants, provide input or take part in other activities conducted toward this goal. Activities will draw on resources available from a variety of sources. Title I, Part A and Title II, Part A funds will be used to provide instructional coaches at the elementary and middle school levels. These coaches will assist in providing the support for new teachers, as well as the support for all teachers in implementing the curriculum.

The ESOL program in the Pierce County School System provides equal educational opportunities to its English language learners (EL). English language learners receive extra language assistance through MyAccess which helps them gain experience with the English

language as well as with manipulating computer technology. ELs who qualify for ~~Reading Recovery or~~ EIP are placed in those programs in order to help the student achieve academic progress. Both the push-in model and pull-out model are used with ELs by a highly qualified ESOL endorsed teacher at the elementary level. One ESOL teacher serves the high school and middle school. Middle School ELs are served in sheltered content course and push-in delivery models. High School ELs are served in a sheltered content course. ELs are provided the opportunity to participate in all after-school and/or summer school activities. All regular classroom teachers are provided research based professional development annually by school level instructional personnel in the use of strategies to enhance learning opportunities of the English language learners in the mainstream classroom. The goal of instruction is to provide each English language learner the opportunity to develop English proficiency and to scaffold for academic vocabulary in content area subjects. Parents of ELs are encouraged to participate in their child's school activities through communication in their native language. A full-time Spanish speaking translator, who is funded state and local dollars ~~funded with Title IIIA funds for parent-teacher conferences~~ is available for parent-teacher conferences and provides additional support as a paraprofessional in the general education classroom. Immigrant students are provided additional services through the migrant program, the ESOL program, after-school tutoring, EIP, and remedial classes when appropriate

Early Childhood - Students ages 3 and 4 are served in Head Start based on financial need and Lottery funded Pre-K students are selected by using the lottery method ~~on a first-come first-served basis~~. These services are coordinated with all state and federal programs. The transition of students in our Pre-K ~~centers~~ classrooms and Head Start to kindergarten is provided for at the school level. An orientation is held in May of each year where preschool children and their parents are invited to meet with the kindergarten teachers and their administrators at each elementary school. The children and their parents are given a tour of the school and are encouraged to participate in welcoming activities.

The Special Education Program is dedicated to providing every opportunity for students with disabilities to achieve to their maximum potential. Students with disabilities are provided specially designed instruction in the least restrictive environment and are provided exposure to the general curriculum to the maximum extent appropriate as determined by their IEP team. The system utilizes the co-teaching model for the majority of its students with disabilities. Regular education teachers and special education teachers have been trained to team together to maximize instruction for these students and make this model successful.

The Gifted Program in Pierce County begins at the elementary level and continues through to the high school level. The three full time gifted endorsed teachers serving at the three elementary schools utilize the resource delivery model. The middle school is served by one full-time gifted teacher using the resource model and four part-time gifted endorsed teachers using the advanced content class delivery model. The high school gifted students are served through the advanced content class delivery model. Gifted Students currently make up about ten percent of the total school population.

The Migrant Education Program in Pierce County is served through the GaDOE Region 2 MEP. Students who are identified as "priority for services" are served by one Migrant Student Services Providers who serves as a liaison between the school district and the migrant student. Title I, Part C funds, if available will be used to supplement the after-school and summer school program for at-risk migrant students. No student in the migrant program or any other program is denied access to appropriate Title I services. Migrant funds will also be used to accelerate migrant pre-school students entering into the Pre-K program. The GaDOE Region 2 MEP representatives have been included in system and school level planning meetings where migrant services have been presented and discussed for school improvement purposes.

Homeless Education--Services for homeless students are comparable to services offered to other students in the selected schools in relation to QBE and federal programs including the following areas and/or programs: transportation; Title I, Part A; educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners; vocational and technical education programs; gifted and talented programs; and before and after school programs. Pierce County Schools coordinates with and seeks support from the State Coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, local liasons in neighboring districts, and other organizations and agencies, such as the Department of Family and Children Services and the School Social Workers of Georgia (SSWAG). It is the goal of Pierce County schools to remove barriers to the enrollment, retention and ultimately, the academic success of students experiencing homelessness.

Title I funds will be used to fund Instructional Coaches to support teachers and model effective instructional practices--two coaches at Blackshear Elementary School; one (1) at Patterson Elementary School; one (1) at Midway Elementary School; and fund 50% of an Instructional Coach at Pierce County Middle School. To support the instructional program at Pierce County Middle School, 1 Reading Intervention Specialist as well as 50% of 1 Math Intervention Specialist will be funded. To support the instructional program and assist with reading and math interventions, 1 Math and Reading Intervention Specialist will be funded at Blackshear Elementary School as well as 1 Math Intervention Specialist at Midway Elementary School and 1 Math Intervention Specialist at Patterson Elementary School.

Funds from The Striving Readers Literacy Grant will be used to supplement literacy initiatives through software, online subscriptions and instructional technology.

☑ **Is Plan Descriptor Revised?**

10. Title IV

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

LEA Narrative Descriptor 10:

Although Pierce County does not receive Title IV funds, we currently utilize: Why KNOw; Choosing the Best Life; Lion's Quest International Programs: Character Education Skills for Growing, Growing Up Drug Free Skills for Growing, Making Positive Decisions; ADAP (Alcohol and Drug Awareness Program that meet the Principles of Effectiveness, based on assessment data and thereby assuring a safe/orderly and drug-free learning environment). The SDFSCP collaborates with various community entities (including parents, federal, state and community leaders and school officials). As a result of the GSHSII, bully prevention remains the area of need. A school board policy was adopted in during the 2013-2014 school year. The policy was included in Student Agendas/Handbooks and parents were asked to sign an acknowledgement indicating they reviewed the policy at home.

Pierce County Schools will collaborate with neighboring systems to implement the Teen Maze Project during the 2014-2015 school year. **Teen Maze** is a simulation activity help teens see firsthand the consequences of life choices. Volunteers interact with teen participants in a real-life scenarios to convey important and vital information about a variety of health and educational issues. The simulation will covers topics such as nutrition and body image, depression, the media, teen pregnancy, parenting, the dangers of drinking and driving, tobacco, meth and other street drugs.

☐ **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.

Pierce County School District uses free/reduced meal percentages to identify eligible attendance areas and schools to be served. Pierce County School District uses grade span grouping to rank schools for service. There are no schools with 75% or higher free/reduced meal status.

☐ **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.

This question does not apply to the Pierce County School District because all of our Title I schools have school-wide programs. If we open a new school that would be Targeted Assisted or if a current schoolwide school loses its schoolwide status, then the Pierce County School district would use a multiple selection criteria to identify eligible students to rank order eligible students. Teacher recommendation criteria would be combined with a ranking of Georgia Milestones EOC or EOG CRCT or GHSGT and Lexile scores. The services provided by Safe and Drug Free Schools to students in Title I targeted schools will be based on the specific needs of students in that schools just as services are provided to all students in our system.

☐ **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. General Program Information: QBE funds will be used to fund the instructional program and required staff at all Pierce County Schools. In addition, local funds will be used to supplement QBE funds to reduce class size, provide paraprofessionals and to provide additional instructional materials. Title I funds will be used to supplement the instructional program at the elementary schools by providing (1) Reading and Math Intervention Specialists and (2) Instructional Coaches—2 at Blackshear Elementary and 1 at Midway Elementary and Patterson Elementary. These funds will also be used to provide a parent involvement coordinator to be shared by all five schools. The elementary and middle schools will be provided with an instructional coach each. Schools will use their Title I instructional materials to purchase high-quality, research-based materials that will supplement materials supplied through local and QBE funding. Title II funds will be used to provide an instructional coach at the elementary and middle schools, with the exception of Blackshear Elementary. To increase instructional time, elementary schools implemented Extended Learning Time. Additional time built in during the day will allow teachers to offer both remediation and acceleration to a larger audience of students, thereby providing a better opportunity for increased student achievement.

All Elementary Schools

Bookworm Reading

Bookworm Reading is a compilation of best strategies for teaching reading to at-risk learners. This program will be implemented K-5 at Blackshear Elementary and K-2 at Patterson and Midway Elementary Schools.

Early Intervention Program

The purpose of the Early Intervention Program is to provide additional instructional resources to help students who are performing below grade level obtain the necessary academic skills to reach grade level performance in the shortest possible time. Pierce County elementary students are served through the reduced class size model.

ESOL

Pierce County Schools employs four (4) highly qualified, ESOL endorsed teachers to serve our EL population. Elementary schools utilize the push in and pull out service delivery models. Each elementary school is served by one full-time teacher. The ESOL program at the elementary level provides equal educational opportunities to its English Language Learners. The ESOL teacher provides instruction for the EL population. ~~English Language Learners receive extra language assistance through Rosetta Stone.~~ The WIDA standards for ESOL are taught at all grade levels, as well as, on-grade level instruction with the appropriate Georgia Performance Standards and Common Core Georgia Performance Standards in academic content areas. ELs are provided the opportunity to participate in all after-school and/or summer school activities. Research-based professional development is provided annually to classroom teachers to help with strategies to use with EL students in the regular classroom. Communication is made in their native language so that parents have a better understanding of their child's activities and progress. Parents are encouraged to attend conferences concerning their child's progress.

Migrant Education Program

Eligible migrant students receive supplemental support from one full time SSP. She allocates more time to those students identified as priority for services. The MSSP pushes in to the regular classroom and serves students based on Migrant Comprehensive Needs Assessment.

GATE (Gifted and Talented Education)

The gifted students are provided opportunities to enhance their knowledge through accelerated classes during their regular gifted instruction as well as after-school programs. The teacher of the gifted works in collaboration with the regular classroom teachers to provide strategies for enhancing instruction for the gifted learner. Gifted students at the high school level take Honors and AP Courses. Beginning 2014-2015, students will have the option to enroll in

onsite college courses.

After School

The after-school program is offered to students, including migrant students, which find reading and math a challenge. It provides these students an opportunity to receive more direct instruction in reading and /or math in order to improve their individual reading and/or math skills.

Writing

With the increased focus the CCGPS places on technical writing skills, Pierce County Schools will utilize Writing to Win program. Daily writing focuses students' minds on what they are studying in every class, building mastery of curriculum content one standard at a time. Students learn to think critically by using engaging strategies in their reflection and written expression. In the process, UNDERSTANDINGS generates daily snapshots of what students understand, helping teachers easily identify any areas requiring further instruction STRUCTURES provides concrete and practical guidance for every step of the writing process: prewriting, drafting, revising, proofreading, evaluating and publishing. The PATTERNS routine provides 10 levels of oral, written and kinesthetic practice to build automaticity in sentence patterns of Standard Written English..

Response to Intervention

RTI is a process which includes the provision of systematic research-based instruction and interventions to struggling learners. Instructional interventions are matched to student needs and are continuously monitored. RTI is designed as an early intervention to prevent long term academic failure. It is considered a general education service but is also required to monitor the progress of students with disabilities. For school year 2014-2105, AIMSWEB will be the universal screener. Standards based instruction is applicable and implemented in all grades.

~~At Blackshear Elementary School, a technology lab with FastForward has been added to allow students access to FastForward, online software which is based on brain based activities and Reading Assistant, a program which assists with practicing reading fluency and comprehension.~~ The special education program at the elementary level provides appropriate educational and related services for students identified as being disabled. Students range from those with Severe Intellectual Disabilities to those with less restrictive disabilities. Based on the determination by their IEP team, all students with disabilities are educated with their non-disabled peers to the maximum extent appropriate with co-teaching, resource, para support, collaboration and consultative services. Their education is supported by accommodations, computer based interventions, and low and high tech assistive technology as well as services as deemed necessary by the IEP team. The elementary schools utilize a variety of SRA Programs for specialized instruction. The Early Intervention Reading Program in used for

those in Grades 1, 2, and 3 in addition to the core reading program to increase skills in oral reading fluency and comprehension. The SRA Direct Instruction is used in Grades 3-5 to improve reading fluency and comprehension. PALS Math and Reading is used as an intervention/additional support to the regular curriculum. Kansas Writing Strategies are introduced in the 4th grade for specialized intervention in the area of writing. Their education is supported by supplemental aids and services as deemed necessary by the IEP team. These determinations are made on an individual basis for each student with a disability.

Pierce County Middle School

Special Education

The Special Education program serves students who have disabilities.   To address the deficiencies and accelerate the learning of students who receive special education services, the Pierce County School System implements researched based reading strategies like SRA Reading and Windsor Reading.

PCMS utilizes the Inclusion model in effective co-teaching classrooms.   All faculty members have received professional learning for successfully implementing inclusion of students with disabilities in the general education setting in co-taught classrooms. The teachers have been trained to use appropriate resources and supports to accommodate individual needs of students with disabilities. School administrators know how to maximize funding for special education services.

ESOL Program

The ESOL program at PCMS provides equal educational opportunities to its English Learners. English Learners receive extra language assistance. An EL pull-out model, taught by a highly qualified EL teacher is used at PCMS. An inclusion model is also used in grades 6-8 during the school day. The WIDA standards for EL are taught at all grade levels. ELs are provided the opportunity to participate in all after-school and/or summer school activities when funded. Research-based professional development is provided annually to classroom teachers to help with strategies to use with EL students in the regular classroom. Communication is made in their native language so that parents, to the extent feasible, have a better understanding of their child's activities and progress. Parents are encouraged to attend conferences concerning their child's progress.

GATE Program
Pierce County's Middle School Gifted and Talented Education Program (GATE) is designed to challenge the special learning abilities of gifted students. The students receive at least five (5) segments of instruction from a certified gifted education teacher. One full time gifted endorsed teacher at the middle school uses the resource delivery model. In addition to the resource delivery model at the middle school, there are 21 gifted endorsed teachers who offer advanced content class. Students are evaluated by the GATE Program teacher every 9 weeks.

The program's standards are as follows:

- To develop and practice creative thinking and creative problem-solving skills with a variety of complex topics within the area of study
- To develop and practice creative thinking and logical problem-solving skills in the pertinent academic area
- To develop advanced research skills and methods. Curriculum for gifted students
  should allow for the in-depth learning of self-selected topics within the area of study
- To develop advanced communication skills. Curriculum for gifted students should encourage the use of new techniques, materials, and formats in the development of products that will be shared with real audiences
- To develop an understanding of self and how their unique characteristics may influence interactions with others

Units of study are built around the academic subjects of language arts, mathematics, science, and social studies, but may also include technology, fine arts, and vocational awareness.

Migrant Education Program

Pierce County Schools is located in GaDOE Region 2 region. Students who are identified as "priority for services" are served by a Migrant Student Services Provider who serves as a liaison between the school district, the migrant student, and family. Title I, Part C funds are used to supplement the after school/summer school program for at-risk migrant students. No student in the migrant program or any other program is denied access to appropriate Title I services. The GaDOE Region 2 representatives are provided the opportunity to participate in system and school level planning meetings where migrant services have been presented and discussed for school improvement purposes.

Response to Intervention

RTI is a process which includes the provision of systematic research-based instruction and interventions to struggling learners. Instructional interventions are matched to student needs and are continuously monitored. RTI is designed as an early intervention to prevent long term academic failure. It is considered a general education service but is also required to monitor the progress of students with disabilities. For RTI math students, we use ALEKS (Assessment and Learning in Knowledge Spaces) along with READ180 for RTI reading students. Both web-based computer programs create a customized curriculum for each student in the RTI process. PCMS uses AIMSweb as a universal screener, monitor student progress and determine the interventions each student needs to improve his/her learning. Progress monitoring collects data on the academic gains of each student at least three times per year per student.

Abstinence Educational Program

Pierce County Middle School's abstinence education program, Choosing the Best, focuses on all students grades six through eight. The objectives are to reduce the rates of sexually transmitted diseases and pregnancy by encouraging students to wait until marriage for sexual relationships. Our program is designed to promote student success by giving them information and resistance skills to avoid risky behavior.

Advisor/Advisee

Pierce County Middle School's Advisory Program is based on the Georgia Department of Education recommendation that local middle and high schools establish a teacher as advisor program (TAP) to:
- Promote small, caring communities of learners
- Promote individual attention to students
- Provide each student with an opportunity to "belong"
- Provide students with a clear focus on their future and how they will get there
- Provide encouragement to take and complete higher-level academic courses
- Provide consistent encouragement for those students who are experiencing problems
- Provide teachers with a better understanding of curriculum and the opportunities students have within the system
- Provide teachers with the opportunity to develop strong bonds with their advisee

After-School Program

When funded, an after-school program is offered to all students that find reading and math a challenge. It provides these students an opportunity to receive more direct instruction in reading and / or math in order to improve their individual reading and or math skills.

Extended Learning Time

Extended Learning time is provided each day for students to receive literacy instruction thru the content areas.

Reading University

READ180 and iStation, both comprehensive software programs, help students realize their full reading potential. The program contains a wide variety of assessment tools and several training programs that will develop the skills that are necessary for successful reading. The sole purpose is to increase student achievement in literacy by strengthening the skills needs to be successful. Through the use of technology and teacher assistance, each students' deficiencies are identified and targeted. Students are also identified based on Lexile levels and AimsWeb reading probes. The teacher uses research based literacy strategies to drive instruction.

Reading Across the Curriculum

Reading Across the Curriculum (RAC) is a process which reaches across all disciplinary domains, extending to the area of personal learning. Students encounter a variety of informational and fictional texts, and they read texts in all genres.

Math University

Math University serves sixth through eighth grade students who have identified deficiencies in mathematics according to their CRCT scores and grade-level math teacher recommendations. The sole purpose is to increase student achievement in math by strengthening the skills needed to be successful in each grade. Through the use of technology and teacher assistance, each student addresses his/her deficiencies based on the CRCT test results and strive for mastery. The teacher uses research based math strategies to drive instruction.

MyAccess

MyAccess is a prompt-driven, web-based writing program that scores student responses to prompts in seconds with immediate instructional feedback. This allows teachers to conduct early diagnosis, deliver writing assignments more frequently, and monitor formative writing performance by student and class.

Partners Pulling Together at PCMS

The mentoring program (Partners Pulling Together) at PCMS brings community volunteers into the school who are paired with identified at-risk students and function as positive adult role models. Mentors participate in training sessions for their work with students who are experiencing problems with behavior, academics, family dynamics, social adjustments, etc. Each pair meets weekly for thirty-minute sessions during which the mentor provides support and encouragement through a variety of activities. The mentoring program is of great value in many aspects of our students' lives.

The Academy of Reading

The Academy of Reading, a comprehensive software program, that will help students realize their full reading potential. The program contains a wide variety of assessment tools and several training programs that will develop the skills that are necessary for successful reading. The training skills include phonics, word recognition, and comprehension. The Academy also offers sophisticated management functions to assist in tracking student data, viewing and analyzing student's work.

Math Academy, a Remedial Education Program, will serve 6-8 grade students who have identified deficiencies in mathematics. Through the use of technology and teacher assistance, each student will address his/her deficiencies based on the CRCT test results and strive for mastery.

In an effort to create the most supportive learning environment for students at PCMS, an Advisor/Advisee Program has been implemented . Students will meet with their advisor to receive their progress report and report card on designated days during the nine weeks. The Special Education students meet with their case managers and also discuss transition planning, learning styles, study skills, and begin planning for high school and post-secondary options. Advisors will discuss student's achievement in academic and connection courses, attendance, discipline, and any other important factors/concerns influencing the student's educational success.

Pierce County High School:

Pierce County High School currently operates on a modified block schedule. The combination of block and "skinny" classes has been a successful model. .Pierce County High School has vertically aligned the English/Language Arts CCGPS standards through units and assessments. Writing is another important component of the English/Language Arts curriculum at PCHS. Teachers keep writing folders on each student that is maintained throughout the student's high school career. Writing is developed within each language arts course and it is expected that all students go through the writing process at least four times a semester.

Special Education program serves students whose disabilities range from Profound Intellectual Disabilities to those that are less restricting. The Special Education program provides appropriate educational and related services for this vast range of students. Based on the determination of their IEP teams, these student are educated with their non-disabled peers to the maximum extent appropriate. Their education is supported by supplemental aids and services as deemed necessary by the IEP team. Removal from the regular education environment occurs only if the nature and severity of the disability are such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The majority of students with disabilities receive instruction in co-taught classrooms. Pierce County High School students will begin to participate in Project Search at the Mayo Health Care Systems. Students exiting school who have participated in the GAA will have an opportunity for an internship at the hospital to acquire skills in order to be able to be fully employed. Students get the basics in math, science, language arts, and social studies, plus exposure to the workplace.

Through Vocational Opportunities Chapters of America (VOCA), students recognize and develop leadership skills by participating in school and community projects and VOCA competitive events. Students learn to plan, organize, and implement qualities essential to leadership. This program helps to boost struggling students' confidence in them which translates into higher student achievement in all academic areas. Other activities that are not a

direct part of the instructional plan at PCHS but are designed to impact student achievement include the following: (1) after school tutoring, (2) writing workshops for juniors prior to the GHSWT, (3) mock graduation tests, and (4) follow up grad test prep sessions (5) mock writing tests. After school tutoring is available for all students who wish to participate. Each academic area has a designated teacher who stays on a certain day of the week. The days are scheduled so that the four academic areas are represented on different days, so that students can receive help in all areas if needed. A –This program provides at-risk students at the high school level with individualized learning through a variety of ways: (1) Credit Recovery – earning credits towards graduation; (2) Alternative means to completing course work for graduation for potential dropouts; (3) Virtual courses for homebound students; (4) Self-paced learning allows for addressing student's individual needs. This program is used extensively with special education students, EL students, and Migrant students. Gateway, an onsite alternative school was added in 2013-2014 for those students at risk of dropping out due to a family hardship.

SRA Corrective Reading is an intensive Direct Instruction-based reading intervention for students struggling with decoding and comprehension Corrective Reading provides intensive direct instruction-based reading intervention for students in Grades 3–Adult who are reading below grade level. This Direct Instruction reading intervention program delivers tightly sequenced, carefully planned lessons that give struggling students the structure and practice necessary to become skilled, fluent readers and better learners. Four levels for decoding plus four for comprehension address the varied reading deficits and skill levels found among older students. SRA Corrective Reading is used for students in Grades 3-12th that are behind in reading.

Let's Play Learn is for students in PreK-K and an intervention program for students who need additional pre-reading skills. The lessons are structured, systematic instruction that build a logical and natural progression to deliver appropriate instruction at every level. Strands in each lesson include a variety of strategies, activities, and materials designed to teach phonological awareness, rapid naming, alphabet, shapes, vocabulary, prewriting, printing, picture and listening comprehension, and letter names and sounds.

Sonday System is used with students who do not respond to the SRA Corrective Reading after grade 3. The Sonday System 1 guides beginning reading, writing and spelling instruction, reading intervention is highly effective. The Sonday System 1 provides a lesson template for instructors to teach the essential skills to their students in every lesson, every day. The system is an Orton-Gillingham based, systematic, explicit, sequential, and cumulative multisensory language instruction program which cements student learning into long-term memory. The lesson plans are structured and systematic which increases the comfort level of instructors and students while allowing the student to progress as quickly as possible but as slowly as necessary. The Sonday System 1 follows the research recommendations of the No Child Left Behind Act, N.I.H and the National Reading Panel. The Sonday System 2 guides intermediate reading, writing and spelling instruction, reading intervention. The Sonday System 2 is a continuation of Sonday System 1 and guides the instruction for intermediate reading and

intervention with emphasis on multi-syllabic words, prefixes and suffixes.

The PCI Reading Program is a scientifically research-based curriculum created specifically to teach students with developmental disabilities, autism, and significant learning disabilities to read. Level One teaches 140 basic sight words from the Dolch and Fry lists and "real-world" words through a comprehensive system of repetition, "hands-on" practice, controlled-vocabulary reading, and high-interest activities.

PALS (Peer Assisted Learning Strategies) is a version of class wide peer tutoring. PALS combines proven instructional principles and practices and peer mediation so that research-based reading and math activities are effective, feasible, and enjoyable. Teachers identify which children require help on specific skills and who the most appropriate children are to help other children learn those skills. Using this information, teachers pair students in the class, so that partners work simultaneously and productively on different activities that address the problems they are experiencing. Pairs are changed regularly and all students have the opportunity to be "coaches" and "players" over a period of time as students work on a variety of skills. PALS creates pairs in a classroom, each of which is geared to the individual student's needs, instead of a single, teacher-directed activity that may end up addressing the problems of only a few children. The strategy also creates opportunities for a teacher to circulate in the class, observe students, and provide individual remedial lessons. PALS is designed to complement, not replace, existing reading and math curriculums. It is used 2 to 4 times per week for 15 to 20 minutes.

Reading Success is a reading intervention instruction for effective comprehension skills. This strategy is for students in grades 4-adult and is a supplemental reading intervention that requires 25 minutes 3 days per week.

    b.   Pierce County Schools is a Title I District with no targeted assisted schools.
  c., d. Currently Pierce County does not have students living in local institutions for neglected or delinquent   children. Pierce County does not currently have any residential facilities for Neglected or Delinquent students.

☑ **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. An assessment of the educational and related needs of homeless children and youths

To identify the educational needs of the homeless children, Pierce County School District uses the following assessment instruments (Tests: Georgia Milestones, DIBELS, SRI, AimsWeb, Lexia, GKIDS, ACCESS). Formative assessments such as: Teacher made and commercial rubrics Computer assisted programs such as: Study Island, Lexia, STAR Reading/Math, Informal assessments: teacher observation, checklists. Available data and information is used to produce a summary of needs.

b. A description of the services and programs for which assistance is sought to address the needs identified.

Services for homeless children include extended day tutoring, transportation and supplies will be provided if needed. At this point in time we have not identified any homeless children with disabilities. The LEA and school social worker (Homeless liaison for the system) work with the school counselors and registrars to identify homeless children. The LEA and school social worker coordinates with the Department of Family and Children Services and other agencies in order to meet the needs of students who are identified as homeless. The Title I Coordinator works with the Homeless Liaison to assess related needs of the homeless children and youth and plan strategies to meet those needs. Case study information is used to identify related needs such as a need for personal school supplies. Since all schools in Pierce County are schoolwide Title I, no additional funds will be set aside for homeless students. Homeless students will have the same equitable opportunity for highly qualified teachers as those students who are not homeless.

c. A description of policies and procedures, consistent with section 722(e)(3), that the LEA will implement to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youth.

The system uses the following to ensure that homeless children are not stigmatized:

Orientation training for new teachers on the definition of homeless as well as the procedures of not isolating or stigmatizing homeless children.

System leadership requires that each school has a procedure for specifically addressing the issue of not isolating or stigmatizing homeless children. Each school will have a statement in their teacher handbooks providing guidance to teachers in reference to not isolating or stigmatizing homeless children. Principals or their designee, with the assistance of the Homeless Liaison will provide professional learning on these procedures at the beginning of the school year with their staff.

Our system uses resources from www.serve.org/nche/states/state_resources.php to comply with some requirements of the McKinney Vento Act. This website is linked to the school system web page.

☑ **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. **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.

The Pierce County School District annually reviews and revises the Comprehensive LEA Improvement Plan with input from central office personnel, building level administrators, parents, teachers, relevant community-based organizations and state and local government representatives . The first step in any process is to make sure all stakeholders are aware of their opportunity to be involved in the decision making at the school and district level. Pierce County Schools provide multiple opportunities to involve the community in activities and seek their input on ways to enhance and enrich the school experience. It is the responsibility of the Title I Director to ensure that stakeholders are notified of their rights and provide those interested a vehicle in which they can make meaningful contributions to the CLIP. The process for involving stakeholders in school improvement initiatives is ongoing. Parents are invited to School Improvement Meetings and Parent Involvement Committee Meetings. From May-August, all parents are invited to attend school improvement meetings to analyze data, provide feedback on last year's plan, and revise the plan for the upcoming school year. All parents and the community have the opportunity to be involved in the CLIP revision and review process. Each school has a Parent Involvement Committee which meets quarterly and the District's PIC meets quarterly as well. Parents are invited to these meetings via AlertNow, an automated calling system; NotifyMe, an automated message generated by the Student Information System (PowerSchool) sent via text and/or email; and an invitation is sent home with the student. The times and locations of all meetings are placed in the newspaper. The revisions are placed on the web, at the front desk and in the Media Center for additional comments. The CLIP will be placed on eBoard once it has been approved to increase transparency with stakeholders. During these meetings members review and revise individual School Improvement Plans, student achievement data, and the CLIP. These meetings are led by the Building level Parent Involvement Coordinator and facilitated by the District Parent Involvement Coordinator.

Title I, Part C-- Migrant
Pierce County School District collaborates with regional and state migrant PACs to specifically address our migrant parents' level of involvement. Migrant Parent Advisory Councils convene three times annually.

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. Each school has a designee who serves as the schools Parent Involvement Coordinator. The school level PIC works collaboratively with a Parent Involvement Committee which meets quarterly. All parents are invited to attend these meetings via invitations sent home with all students, newspaper articles, mass callings from the Principal or the designee utilizing AlertNow, and announcements on school websites. During these meetings members review and revise individual School Improvement Plans, parental involement policies and parent compacts. Parents are notified of their right to have input at the Annual Title I Parent Meeting. Parents are then asked for input into how the current year's 1% allocation could be spent at the first Parent Involvement Committee meeting. Schools also conduct informal surveys by posting a questionnaire on their website, distributing the questionnaire to parents to complete by the student sign in/sign out sheet and attaching the questionnaire to progress reports, which are sent home every 4 1/2 weeks. Information gained from the questionnaires is shared with parents via the website and parents are invited to vote on the top three choices once again by sending the information on the progress report.

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.

Pierce County School District employs a full-time Parent Involvement Coordinator. Each school assigns the role of School Parent Involvement Coordinator to a member of the faculty. This role is assumed by the Assistant Principal at all schools except Midway Elementary School which utilizes their guidance counselor. The District provides technical assistance to schools as they revise their Parent Involvement Plan and Parent Compacts; and maintains a Parent Resource Center and provides a detailed inventory to all teachers. Teachers may then refer parents to the Resource Center to check out materials that will support working with their students at home. The District Parent Involvement Coordinator also along with the school counselors provide training to parents and community members who want to volunteer or serve as mentors. Schools hold quarterly School Community Team Meetings (Parent Involvement Committee) Team meetings. The District Parent Involvement Coordinator assists schools and their contacts with designing a meaningful agenda and attends all meetings.

c. **How the LEA will build school and parents capacity for strong parental involvement including how the LEA builds capacity to support a partnership**

among the school, parents, and community.

Pierce County School district will build school and parents capacity for strong parental involvement by providing professional development to all teachers and subsequent new teachers on research on the benefits of establishing and maintaining a meaningful partnership with parents. Teachers will continue to receive training on how to conduct effective parent/teacher conferences as well as parents will be trained on how to be advocates for their children while supporting education. Parents will be provided information on the school curriculum and assessments used to measure student progress. Parents will have the opportunity to learn about Title I and their right to know their qualifications of their child's teacher and if applicable, the parparofessional. The District Parent Involvement Coordinator also works collaboratively with families served by ESOL program and migrant by attending Migrant PAC meetings and ESOL/Migrant Parent Informational Meetings.

d. **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.**

The District Parent Involvement Coordinator coordinates and integrates parental involvement strategies by collaborating with the Family Advocate and Lead Teacher at Head Start and elementary schools to plan kindergarten transition activities for their students; providing preschool parents with books and materials to assist with kindergarten readiness; hosting a meet and greet for Child Find screenings; and collaborating with the Special Education Parent Mentor. This position was filled during the 2013-2014.

e. **How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.**
f. **How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.**

Evaluation is ongoing. The District Parent Involvement Coordinator distributes an evaluation to all participates at Parent University Workshops and School Community Team meetings. She collects and analyzes the data then distributes the results to schools. School Parent Involvement Coordinators address the concerns, if applicable and then reports the results at the next School Community Team meeting. The annual Title I, Part A survey is distributed to all parents. The survey results are analyzed by the Parent Involvement Committee and used to create an Action Plan for the following year.

g. **How the LEA will involve parents in schoolwide activities.**

Pierce County School district will utilize an automated calling system to invite parents to School Community Team meetings and Parent University Workshops. Schools also use Remind 101, an app that sends messages to parents and students. Feedback on topics for discussion at Parent University is solicited via the Title I, Part A Annual Parent Involvement Survey and workshop evaluations. Parents will have the opportunity to learn about the curriculum and the instructional program at Curriculum Night. The District Parent Involvement Coordinator will distribute quarterly newsletters and teachers will send home newsletters either monthly or quarterly.

IDEA

The Parent Mentor position was filled in 2013-2014. She collaborates with the Family Involvement Coordinator.

☑ **Is Plan Descriptor Revised?**

16. Title I, Part A

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

Currently Pierce County does not have any schools identified as Priority, Focus or Alert as defined by ESEA Flexibility waiver. However, we do have a plan in place is a school or schools in our district show a lack of progress and do not meet the accountability targets as established by the GaDOE. The Georgia DOE provides training and The School Improvement Fieldbook to provide guidance for the system and schools. The activities and materials used are based on Robert Marzano's research. All guidance provided to schools is based on scientific research. Guidance for revising and developing school improvement plans, corrective plans and restructuring plans. Call principals in for a meeting to let them know what this means. Let them know what plans are required. Central office personnel will participate in school level meetings Central office coordinates technical assistance from state (DOE), private agencies and other governmental agencies. Professional learning activities that address the specific reason(s) that the school is on improvement are provided for system and school leadership and school staff. Examples of professional learning may include: Co-teaching strategies, Strategies for teaching English Language Learners, specific content area training, Learning Focused strategies, Assessment For Learning Training, etc. Process for providing peer reviews of school improvement plans: Use established peer review teams to assess and evaluate and provide feedback to the school planning teams. The peer review team will include school principal, central office administrators from our county and surrounding counties, RESA representative, and school personnel from other schools within the district. Process for monitoring the implementation school improvement plan. School level personnel such as academic coaches, assistant principals and principals monitor the implementation of the school improvement plans by classroom visits, awareness walks, and student surveys. They are assisted by central office personnel such as curriculum, federal programs, and professional learning personnel. Examples of strategies used to monitor implementation of the

improvement plan include: o Focus/Awareness Walks o Reports by principals at meetings o Visits from DOE and RESA personnel o Principals evaluation conference with system leadership o Written surveys

☐ **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.

This item does not apply to our school system because we do not have any schools identified by as Priority, Focus or Alert. However, if we should have schools that fall into these categories in the future the following are our procedures. The Pierce County school district conducts the following to implement school choice: provides guidance to identified schools regarding the implementation of intradistrict transfer through written communication and meetings completes required actions and documentation for parents: a notification letter is sent to parents, a list of parents requesting choice including student placement is kept on file, a written record of parents inquiry regarding choice is maintained, including the resolution of complaints. The Pierce County school district conducts the following to implement the FLP. -- As required, the school system will design a Flexible Learning Program and submit the plan via the Consolidated Application. The Plan will be created collaboratively with the school's leadership team, appropriate Central Office staff, and RESA consultants. completes required actions and documentation for parents: a notification letter is sent to parents of eligible children of the availability supplemental educational services, including a list of approved providers and description of services (including state-wide providers); explanation of procedures to determine students eligibility; and offer to assist parents in choosing a provider, a copy of parent request with disposition of request indicating on form is kept on file. obtains and maintains a copy of the following documents (current list of State approved providers, a list of school offering supplemental educational services and number of eligible students participating at each school, list of students served by each provider, signed agreement/contract between the school district and each provider serving district children, a worksheet showing calculation of per pupil maximum for , priorities list if funds are to serve all eligible students are insufficient).

☐ **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;

The Pierce County School district prints a "Parents Right to Know Teacher Qualifications" section in each student handbook/agenda that is distributed at the beginning of each school year and when new students enroll. This "Parents Right to Know" section describes how parents can request the qualifications of their child's teacher or paraprofessional, if applicable. Each handbook contains a Parent Acknowledgement Form which parents sign and date indicating they have read certain sections, such as the "Parents Right to Know Teacher Qualifications". The classroom teacher then reviews the Acknowledgement Form ensuring the appropriate signatures have been obtained. The Federal Programs Director sends a follow-up letter to each school in order for the principal to send home to parents within the first thirty days of school. The letter, which is in English and Spanish includes contact information for the Federal Programs Director. Parents/Guardians are asked to sign, date and return the bottom portion of the letter to the school indicating they have received the document. The principal sends a copy of the letter to the Federal Program Director with his/her signature indicating the date the letter was distributed to families. When students in the Pierce County school are taught by a teacher who is not highly qualified for a period of four weeks, then a letter is sent home in a timely manner to each parent explaining that the teacher is not highly qualified for a specific subject area. Parents/Guardians are asked to sign, date and return the bottom portion of the letter to the school indicating they have received the document. Once the Parent Acknowledgement Portion of the letter is returned at the school level, the principal sends them to the Federal Programs Director so they can be kept on file at the Central Office. These teachers do not teach a higher percentage of economically disadvantaged and minority students than those that are highly qualified. Whenever possible, students who are economically disadvantaged or minority are not taught by teachers who are not considered to be highly qualified.

a. Highly qualified trend data for LEA and school

For the 2015-16 school year, 99.38% of the teachers and 100% of the paraprofessionals were highly qualified.

b. Information about numbers of teachers (disaggregated by subject taught and grade

level) who lack certification and who are NOT highly qualified.

The teacher taught Economics for one segment, but will not return to PCHS for the 2016-2017 school year.

c. Activities of how the LEA will develop strategies and use funds to support teachers in becoming highly qualified.

Administrators in Pierce County work closely with the Federal Programs Director in order to ensure only teachers who are highly qualified are hired by the system. However, in the event that a highly qualified teacher is hired, the applicant who can attain highly qualified status in the shortest possible route is hired. Teachers are encouraged to enroll in workshops for taking the required assessments.

Pierce County uses Title IIA funds to reimburse teachers who are not highly qualified when they take the appropriate test to become highly qualified. Title IIA funds are also used to purchase practice materials for subject area tests. Title II funds are used implement mechanisms to assist schools to effectively recruit and retain highly qualified teachers and principals. To adequately assess the needs of schools in the district, each school conducts a Title II Needs Assessment. Information obtained from each school's need assessment is used to create a Title IIA Needs Assessment for the school system and guides how Title II funds will be allocated for the school year. The strategies utilized are as follows: (1) providing a New Teacher Induction prior to pre-planning and paying a stipend for each day attended, (2) assigning mentors, and (3) hiring Instructional Coaches to serve as onsite experts.

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.

Pierce County will include Technology Skills questions in the Title IIA Needs Assessment survey to assess the proficiency level of teachers and administrations. Technology literacy will also be monitored via lesson plans and classroom observations for teachers.

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;

The Title III Coordinator will certify that all teachers in the language instruction for limited English proficient students are fluent in English through observations. Teachers who teach our ELs are fluent in English, which is the language of instruction.

☐ **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 educations; and
d. Understand and use data and assessments to improve classroom practice and student learning.
e. Become and remain technologically literate.

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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;

As disaggregated data points to areas of need or subgroups that are falling behind, training is planned to address the issue(s). Teachers are required to show differentiation techniques in their lesson plans. Walk-throughs are conducted by administrators, instructional coaches and peer teachers to assess the level at which differentiation of instruction is utilized in each classroom. If inadequacies in differentiation of instruction are found, then teachers are provided assistance from instructional lead teachers or administrators to improve the teacher's ability to differentiate instruction. Pierce County Schools will utilize TKES Standard 4: Differentiation data; walkthrough data from Instructional Coaches, instructional units and checklists along with student achievement data to plan for and provide continued professional learning to increase teacher preparation and ability in meeting the diverse needs of their students. The Pierce County School system provides professional learning opportunities for administrators, teachers, and paraprofessionals in meeting the needs of diverse learners. Teachers are provided professional development in differentiated instruction, EL strategies, intervention strategies, inclusion strategies, and Reading First strategies. QBE Professional Learning funds, federal program funds, and grants funds are all utilized in funding the training that is aligned with state academic standards. Training is provided to administrators and teachers on ways to improve the success of their migrant children through resources available through the DOE and the The Georgia Department of Education, Region 2 Migrant Education Program Office. Professional learning opportunities are provided to teachers in the ESOL program to unpack the WIDA standards and align them to the GPS/GSE. All regular classroom teachers are provided annual professional learning that incorporates strategies which can be used with EL students, migrant students, students with disabilities, homeless students, and low SES students. State professional learning funds are utilized to pay for classes taken by teachers who successfully complete the requirements of the Gifted Endorsement program offered by Okefenokee RESA. Teachers utilize this information in their classrooms and will redeliver strategies to the whole faculty. Professional learning

opportunities related to the Georgia Student Health Survey II (GSHS II) are bullying prevention, positive behavior intervention strategies, alcohol/drug awareness tips for parents and abuse workshop/information pamphlets. For the 2016-2017 school year, state professional learning funds will be used primarily to provide professional learning math and writing.

b. Improve student behavior in the classroom

Pierce County Schools maintains a philosophy that it is important that teachers 'drill down' to the why of inappropriate behavior exhibited by students. During the 2016-2017, schools will implement the state-approved PBIS. PBIS is a positive, proactive approach to dealing with behavior. Students are given a clear set of expectations based upon behavioral goals chosen by the staff and administration. The behavioral expectations are taught just like an academic subject.

The system also employs a Behavior Specialist who works with special education teachers and regular education teachers on behavior strategies and behavior plans. She provided training to the teachers in the system throughout the year and is available for consultation on students with significant behavioral concerns. The system also contracts with a consultant on a monthly basis for supporting behavior specialist, parents, students, and teachers in the system. Beginning teachers attend New Teacher Induction, whereby information on classroom management strategies is discussed. Teachers are also provided the opportunity for peer observations. Our system also trains all teachers on de-escalation techniques as part of the CPI (Crisis Prevention Intervention Training). All new teachers receive this training. Beginning with the 2014-2015 school year, bus drivers will be trained on how to effectively deal with student behavior.

c. Involve parents in their child's education

The Pierce County School system employs a full-time Family Involvement Coordinator who provides training for each school on the area of need as determined by the Title I Parent Involvement Survey administered in the spring of each school year. Training provided during the school year by the Family Involvement Coordinator will center around effective ways to build parent capacity.

In 2012-2013, the Pierce County School System employed a part-time Parent Mentor for Special Education who works collaboratively with the Title I Family Involvement Coordinator to provide training and support for families. The Parent Mentor also develops capacity of school staff to work with families, focus on efforts to engage families on developing trusting and respectful relationships, link family and community engagement efforts to student learning, and lead numerous projects and initiatives beyond their mentoring role.

d. Understand and use data and assessments to improve classroom practice and student

learning

Instructional coaches and administrators provide training to teachers on understanding and utilizing data and assessments to improve classroom practice and increase student learning. Benchmark assessments are administered twice annually by utilizing Prosper software. The Instructional Coaches work with grade levels to analyze the data and devise an instructional plan aligned with the data and academic standards for their grade level. With the implementation of the TKES process, teachers received ongoing training and feedback on Standard 5 (Assessment Strategies) and Standard 6 (Assessment Uses). ESOL teachers and administrators will utilize Ellevation software to monitor ACCESS for ELLs trend data in order to guide instruction. An ESOL Consultant will provide ongoing support to ESOL teachers, general education teachers who work with ELs, and administrators during the 2015-2016 school year. The Consultant will collaborate to design PD that meets the needs of students and teachers.

e. Become and remain technologically literate.

To increase student engagement and achievement, Pierce County utilizes instructional technology to supplement instruction. Teachers receive training from outside vendors as well as media specialists and Instructional Coaches. Knowledge of the benefits of technology integration is monitored through perception surveys, administration observations, and walkthroughs conducted by Instructional Coaches. Administrators, Instructional Coaches, teachers and media specialists have the opportunity to attend the Georgia Technology Conference annually

☑ **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.**

Annually each Pierce County school conducts a self-assessment based on Title IIA Needs Assessment (recruitment, retention, professional learning, non-highly qualified teachers and paraprofessionals), TKES, LKES, CCRPI reports, data from standardized tests, information gathered from SLDS and student transcripts. Data are disaggregated to get a better picture of various subgroups and individual achievement. The school staff, including teachers of students with disabilities, create profile sheets for student results allowing them to see areas of weakness for individuals, classes, grade levels and teachers. Professional learning opportunities are developed based on this data. Once professional learning is implemented effectiveness is closely monitored. Schools also review the data on teacher recruitment and retention, number of non-highly qualified teachers and paraprofessionals, and the equitable distribution of highly qualified teachers. The schools develop their plan. The system plan, based on the composite of the school plans, is developed by system coordinators of federal

programs, the professional learning director, and the technology director with input from the schools. The data on teacher recruitment and retention, number of non-highly qualified teachers and paraprofessionals, and the equitable distribution of highly qualified teachers is reviewed and analyzed. Results are shared among central office and school administration. All data is compiled to create a three year plan.

☐ **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.

The professional learning activities provided by Pierce County Schools are determined after an analysis of disaggregated test data. School and system level teams seek scientifically research based programs and/or strategies that assist teachers and principals in developing learning environments where learners meet and/or exceed state standards. Activities are provided for all staff including bus drivers, paraprofessionals and nutrition personnel. Title I, Title IIA, Title IC, Title VIB, and IDEA funds will be used to supplement state funding for professional learning for administrators, teachers, professional support staff, parents, community members, and other personnel when appropriate. Professional development activities are designed to be the catalyst for educational change and the vehicle for implementation of new approaches and improved educational programs leading to high achievement in academic subjects. As a part of the process, outside resources will serve as consultants or be invited into the system or school to provide training or input into other activities conducted toward this goal. Activities will draw on resources available from a variety of sources.

QBE Professional Learning: Differentiation; School Law Workshops; Model Schools Conferences; Subject area conferences including GSE Rollout of Social Studies Standards; Alternative Education; Response to Intervention Training (RTI); Gifted Endorsement; PBIS (Positive Behavior Intervention and Supports); CPI (Crisis Prevention Institute); GACIS (Georgia Association of Curriculum and Instruction Supervisors); GASPA (Georgia School Personnel Association); GAEL (Georgia Association of Education Leaders); Infinite Campus Implementation and Support; Illuminate Training

Title I funded Professional Learning: Professional Learning Communities; GSE; Annual Federal Programs Conference; Regional Title I Meetings; GCEL (Georgia Compensatory Education Leaders) Conference; PIC (Parent Involvement Coordinators) Workshops/Regional Meetings; School Improvement Planning; Differentiated Instruction; Instructional Coaches; Ron Clark Academy; Learning Focused Training; Model Schools Conference; National Youth At Risk Conferences; Consultants for Writing Workshops; Consultants for

<mark>Math Workshops</mark>

Title IC Professional Learning: Migrant Conferences and workshops

Title IIA funded professional learning: Instructional Coaches; Writing across the content area; Differentiated Instruction; Math; Science; Social Studies; Implementing Instructional Technology; New Teacher Induction; Creating a positive school climate; Mentoring New and At-Risk Teacher; Mentoring New and At-Risk Principals; Integrating WIDA Standards with CCGPS; Onsite Co-teaching Support; Utilizing Data to Drive Instructional Practices; Rigor & Relevance; and Title IIA Conference. Title IIA funds will also be used to supplement professional learning by funding 1 Instructional Coach at 50% (Midway Elementary School)

Title IIIA funded professional learning: Annual ESOL Conference; ELLevation Software Training; Integrating WIDA Standards (WIDA certified consultant); <mark>Onsite support for teachers of ELs</mark>

Title VIB funded professional learning: 50% for 1 Instructional Coach at Pierce County Middle School

IDEA funded Professional Learning will continue to support Co-teaching, Sonday Reading Program Coaching-<mark>6</mark> days; Special Education New Teacher Academy(GLRS); School Psychologist Conference-Savannah/Atlanta(William); School Psychologist Consortium-GLRS(William); G-Case Fall Conference(Registration/Travel) Belinda; G-Case Spring Conference(Registration/Travel) Belinda and two Lead SPED Teachers; Harbin and Hartley Law Conference(Registration) Belinda and two Lead SPED Teachers; Data Conference-Athens-William; Emory Autism Training-Atlanta(Registrations and Travel)-4 teachers; Autism Training; Assistive Technology Consortium; GAA Training/Unit Planning/Review Days; GAA Consortium; Directors Consortium-Belinda(GLRS); Early Intervention Consortium; Speech Consortium; Transition Consortium-ORTA Transition Fair; SLDS Training/Update-RESA; Parent Mentor Fall Conference (2) Athens (Travel and Registration); Parent Mentor Spring Conference; Parent Mentor Drive-In Meetings; Director's Forum-Forsyth-Belinda; PBIS Training/Observations(Travel and Registration); SSTAGE Conference (Travel and Registration); Rethink Professional Learning; BEST Practices Speech Spring Conference-Atlanta(Registration and Travel); Leadership Team Meetings/Book Study(The Carpenter, 17 Things Great Teachers do Differently, How to Handle Difficult Parents, How Poverty Impacts Learning); Special Education Department Professional Learning Opportunities (five per year)(These will be done by people in the system, GLRS, consultants, etc..); Baker Wright (PECS, ABBLS, Autism Strategies); System Level Special Education Data Dig; System Level Handbook and Procedures; CPI Recertification; Hearing and Vision Re-certification/Certification; Co-Teaching Training with Tina Anderson and Holly Ward; Advance Co-Teaching Training with Tina Anderson and Holly Ward; Co-Teaching Coaching; CPI Training; CPR Certification(self-contained teachers); Math Interventions(Singapore Math, etc.); Reading Interventions(SRA, etc.); AIMS WEB Training; Special Education Department Book Study(17 Things Great Teachers Do Differently); Special Education Leadership Team

Book Studies(How to Deal with Difficult Parents, The Carpenter, How to Teach with Poverty In Mind); Technology Updates; Kansas Writing Strategies-Athens(2 people-Registration and Travel); Specialized Instruction in the Regular Education Classroom; Using Assistive Technology to Differentiate Instruction; IDEAS Conference at Epworth(one teacher from each school and AT Coordinators); Special Education Directors Conference; OT/PT Consortium; Ruby Payne: Understanding the Framework of Poverty; Handwriting without Tears (Atlanta) (3 people); ASPIRE Training; iReady; Google Docs/Google Drive; Keyboarding without Tears; Person Centered Planning; Mental Health and Students with Disabilities

100% of professional learning opportunities provided in Pierce County for FY16 were scientifically research or evidence based and of high quality. 100% of all teachers and paraprofessional participated in professional learning opportunities in Pierce County in FY16.

☑ **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.

For Title IA, all private schools serving one or more students from our school district are notified annually of an opportunity for a consultation meeting. In addition, private school personnel from each private school within the school district are invited to a consultation meeting for Title I-C, Title II-A, and Title III. All private schools where Pierce County students attend receive an invitation to attend a consultation meeting prior to October 1 of each year via certified mail. The return receipt and a copy of the letter are kept on file. The notice includes the specific time, date and location of the consultation meeting, a response form, and Title I contact information. Opportunities for meeting private school professional learning needs are also discussed. Upon completion of consultation, private schools are interested in participating in relevant federal programs; a timely planning meeting is scheduled. The planning meeting provides private schools the opportunity to participate in the design, development and implementation of the academic program and the professional learning plan. Eligible private school students receive services on an equitable basis. Pierce County will set aside an equitable share of funds for private school professional learning activities. Title I personnel work with special education and other programs to meet their requirements.

☑ **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.

The Pierce County School District annually reviews and revises the Comprehensive LEA Improvement Plan with input from central office personnel, building level administrators,

parents, teachers and community members. The first step in any process is to make sure all stakeholders are aware of their opportunity to be involved in the decision making at the school and district level. Pierce County Schools provide multiple opportunities to involve the community in activities and seek their input on ways to enhance and enrich the school experience. It is the responsibility of the Title I Director to ensure that stakeholders are notified of their rights and provide those interested a vehicle in which they can make meaningful contributions to the CLIP. The process for involving stakeholders in school improvement initiatives is ongoing. Parents are invited to School Improvement Meetings and Parent Involvement Committee Meetings. From May-August, all parents are invited to attend school improvement meetings to analyze data, provide feedback on last year's plan, and revise the plan for the upcoming school year. All parents and the community have the opportunity to be involved in the CLIP revision and review process. Each school has a Parent Involvement Committee which meets quarterly and the District's PIC meets quarterly as well. Parents are invited to these meetings via AlertNow, an automated calling system; NotifyMe, an automated message generated by the Student Information System (PowerSchool) sent via text and/or email; and an invitation is sent home with the student. The times and locations of all meetings are placed in the newspaper. The revisions are placed on the web, at the front desk and in the Media Center for additional comments. The CLIP will be placed on eBoard once it has been approved to increase transparency with stakeholders. During these meetings members review and revise individual School Improvement Plans, student achievement data, and the CLIP. These meetings are led by the Building level Parent Involvement Coordinator and facilitated by the District Parent Involvement Coordinator.

Pierce County school district receives updated test data and other information about student needs through an excel spreadsheet provided by GaDOE as well as through actual test results from testing company. The LEA summarizes the data and creates a system profile/analysis of data. The system and each school have Balanced Scorecards on which to record and report achievement towards stated goals. The data will be entered during July and presented at the August school board meeting. The Balanced Scorecards display three years of data side by side.

Steps LEA will take to evaluate progress toward meeting CLIP goals: The LEA analyzes historical data to compare current progress to past performance. Determine whether or not benchmarks toward CLIP goals were met. The technology plan components of the CLIP will be officially approved every three years by the Office of Instructional Technology to meet E-rate and NCLB guidelines

How does the LEA determine changes that need to be made to the plan?

 The LEA identifies trends in specific content areas, subgroups, and other student information. - Review student records to determine on track status toward graduation - Analyze Safe and Drug Free Schools data - Analyze Migrant Data - Review system profile of students with disabilities from the Department of Exceptional Students The district identifies system/school strengths and opportunities for growth. - Review teacher survey of technology integration -

Monitor teacher and paraprofessional highly qualified report, parent and student surveys - The SDFS GSHS II Needs Assessment will be conducted on an annual basis with data used to refine, improve and strengthen services for students and school personnel. Changes made to plan - LEA will then evaluate current implementation plan strategies for effectiveness. - Revise plan as needed

How LEA will share results with schools: Superintendent shares system level results in school administrative staff meeting and at school level meetings. Establish Data rooms to provide visuals to monitor progress

☑ **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.

How the LEA will include migrant children and youth in other federal or local programs and supports; how these services will be documented.
Pierce County School System is Title I District. Migrant students will have the opportunity to participate in any and all instructional programs regardless of their funding source. Written documents notifying parents of the opportunity for their child to participate in other programs are translated by the system's translator. The full-time translator for Hispanic families is locally funded. Information relating to the student's participation such as ESOL, Gifted, Special Education, EIP, and Remedial Education will be included a spreadsheet which will be maintained by the school's migrant coordinator and the MSSP.

How the LEA will coordinate with local agencies to provide services and/or coordinate services for migrant children and youth; how these services be documented
Information on health, nutrition, and social services is presented using materials from the The Georgia Department of Education, Region 2 Migrant Education Office. Presenters from local agencies such as, the Health Department, DFACS, and County Extension office may be involved. Additionally, specific activities to address the needs of migratory families are provided. Such activities shall include informing children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. A migratory Parent Advisory Council (PAC) program in conjunction with other Parent Involvement Programs. Parents are presented information on state standardized tests and standards. The MSSP maintains a list of community resources and connects migratory families as needed. PAC officers will also determine once the community resources are discussed, which agency they would like to learn more about. Evidence of these efforts will be documented in the MSSP's schedule and the Phone Contact Log.

How the LEA will meet the needs of migrant preschool children; how these services will

be documented

Pierce County developed a School Readiness Implementation Plan to meet the needs of preschool aged migratory children. These children will be screened by the MSSP using PPVT-4 (twice annually), PALS-PreK (three times annually) and if applicable DP-3 (three times annually). The MSSP and the Pre-K Lead Teacher will utilize the results from the screeners to develop supplemental instructional activities for the young learners. The MSSP will follow the Preschool Home Visit Protocol and complete the Preschool Home Visit Plan upon each visit. Data from the screeners will be used to evaluate the effectiveness of the service.

Direct funded LEAs—how MEP funded services (regular school year and summer) will be designed, implemented, observed, evaluated, and documented.

The Pierce County School district uses the Occupational Survey provided by The Georgia Department of Education, Region 2 Migrant Education Office coordinator to identify migrant students. The ~~full-time~~ Migrant Student Services Provider is is employed by the school system to serve as a liaison between the migrant family, the school system and the community. Migrant Student Services Providers provide services for those students identified as migrant with additional time allocated for those who are considered "priority for services". Implementation plans are designed based on data/information from the Migrant Comprehensive Needs Assessment which is conducted annually with input from administrators, teachers, and parents. The Migrant Coordinator ensures the Implementation Plans are implemented and observe the MSSP in the classroom at least once (per IP) to ensure services are meeting the needs of the students. Each school has a building Migrant Coordinator. The Building Coordinator will also observe the MSSP and provide feedback to the District Coordinator. The building Coordinator and MSSP will maintain a spreadsheet which will contain student's name, grade, teacher, EOE, Exceptionality, Special Programs/Services, and test data relevant to the student's grade level. This ongoing data collection process will serve as method to evaluate the effectiveness of the Implementation Plans. The Migrant Coordinator will also meet at least once per semester with the MSSP to discuss instructional services as well as recruitment activities. In the instance, the District has eligible non-enrolled youth to age 21, the MSSP will visit the students and conduct an inventory or assessment to determine their needs. Once determined the MSSP will consult the Migrant Coordinator and develop a plan of action in order to meet the needs of the youth. This plan could include coordinating efforts with outside agencies.

☑ **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.

The Pierce County Schools has on file in the Central Office and in each school the Georgia and Federal Guidance, Title I, Part C, Education of Migratory Children. All school

administrators have received training on reading Mexican Birth Certificates; have received an in-service on the rights of Migratory Students, and the identification and recruitment of migratory students. When the family moves into the district, the family is interviewed by an LEA migrant staff member. The family will be asked for student school records. The LEA migrant staff will assist this family with enrolling the student with these records. If school records are not available, the system will employ the following procedure for obtaining records as it does for all students: • The process begins as soon as the parent/guardian provides the school with a formal signed release or by request from the receiving school. • Records are faxed to the receiving school. A hard copy is then sent through U.S. mail in a timely manner but in no more than ten calendar days. If special or unusual circumstances are encountered in obtaining student records, the system will contact the regional migrant agency for assistance in obtaining these records. The regional migrant office will assist with obtaining records from other states and countries such as Mexico. In the event that the MEP students move from our system, our LEA will assist the Migrant families in obtaining the proper withdrawal forms or school records. The regional Migrant Agency will assist with obtaining school records, immunizations, birth certificates, etc. The migrant agency or the LEA will contact the Mexican Consulate/Embassy, the Florida Migrant Interstate Program or the Texas Migrant Interstate Program for the necessary assistance. If a student departs our school system, the systems standard record retention, processing, requesting and transferring of school records will be completed. The Title IC Coordinator will ensure school registrars and counselors receive training on utilizing The Migrant Student Information Exchange (MSIX). Schools will utilize this technology to share educational and health information on migrant children who travel from state to state and who as a result, have student records in multiple states' information systems. MSIX works in concert with the existing migrant student information systems that states currently use to manage their migrant data to fulfill its mission to ensure the appropriate enrollment, placement, and accrual of credits for migrant children nationwide.

☐ **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.

See attached MEP ID&R Plan.

☑ **Is Plan Descriptor Revised?**

27. Professional Learning and all federal programs

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

Pierce County incorporates the following procedures to establish best practices: During the school improvement process, student data (CRCT, GHSGT, EOCT, ACCESS, and Writing

assessments) are reviewed by system and school improvement teams to make decisions on the effectiveness of current programs as well as the need for the implementation of new programs. Decisions are also made about the funding sources for new programs for all students or specific populations of students (IDEA, Title I-C, Title III,). Pierce County supports innovative and school based reform efforts through utilizing different sources of funding and combined resources to implement special programs and to provide professional learning opportunities. (Title IA, Title IC, IDEA, Title IIIA, Title IVA, Title VI-B) Pierce County evaluates the effectiveness of special programs and professional learning annually by examining student data and professional development course evaluations. This data is tracked through the system and schools' via Georgia Student Longitundinal Data System and placed into the Balanced Scorecard. The Balanced Scoreboard is displayed to stakeholders including teachers, parents, community via eBoard. Pierce County's strategies for establishing and sharing best practices: Conducting book study groups on relevant educational literature, such as Good to Great, so that administrators and teachers can see the difference in good schools and great schools. A SDFSC resource list of federal, state and local agencies will be available to all personnel in the system and may be accessed through central office. All programs serving Title IIIA and IDEA students are presented in the least restrictive manner possible and with comparable facilities and materials to those used for non-EL and non-disabled students. Utilizing Instructional Coaches, Special Education Lead Teachers, Behavior Specialist, and an Early Intervention Specialist to work with teachers to improve classroom instruction and student achievement. Teachers are encouraged to share their ideas for professional development with their building and system administrators. Seeking out strategies nationally that address: - Standards based, research/evidence based instruction-response to intervention - Effective tools to collect, manage, and analyze data - Effective evaluation of teacher performance - Improving parental involvement and school-home communication - Innovative models for funding Implementing high-quality professional learning programs that increase teachers' skills to teach more effectively and engage students. - Differentiation of instruction - Assessment For Learning - Professional Learning Communities - Co-teaching coaching- Learning Focused - Effective Use of Technology Tools - Standards-based assessment and grading practices Implementing high-quality professional learning programs for developing high performing leaders.

☐ **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.

The Technology Director and the Technology Specialists serving the school maintain a current inventory of technology and their life expectancy of each. This information is shared with the Assistant Superintendent of Finance and Principal to create a plan to finance technology needs to ensure all students, teachers, and classrooms have access to technology, technical support and instructional support.The vision of the systems' Technology Plan will be to continue and

enhance the following efforts:

· Continue to restructure classrooms to facilitate valid, standards-based instruction, and provide software, equipment and resources in all academic classrooms

· Continue the implementation of authentic models for assessing student achievement and diagnosing data to differentiate instruction and maximize achievement

· Provide equal opportunities and assistive technologies for students with special needs or disadvantaged sub groups

· Continue to utilize a web-based grade book and parent interface for the secure access of student attendance, grades, and other data regarding the students' academic standing

· Create baseline standards for classroom technology and initiate system wide purchasing policies

· Implement high performance, web-based software to administrative personnel that will allow easy data collection and distribution to school personnel

· Continue to provide current, web-based information to inform the community of overall student requirements, performance, and achievement

· Engage in continuous evaluation of instructional practices and technology integration to monitor student and teacher technology literacy in accordance with National Technology Literacy standards

☐ **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.

The Technology Director and the Technology Specialists serving the school maintain a current inventory of technology and their life expectancy of each. This information is shared with the Assistant Superintendent of Finance and Principal to create a plan to finance technology needs to ensure all students, teachers, and classrooms have access to technology, technical support and instructional support. Local SPLOST, QBE, E-rate, and federal monies will provide funding for Pierce County's technology initiatives.

☐ **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?**