LEA Consolidated Application

District Code:	758	**District Name:**	Wilkinson County
Fiscal Year:	2016		

Plan Descriptors

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

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

~~CCRPI Data for FY14 is as follows: The Primary School obtained a CCRPI Score of 89.3. The Score was derived by the following components: 61.8 CCRPI Achievement Points and 1 exceeding the Bar Point;~~

~~The Elementary School obtained a CCRPI Score of 74.1. The Score was derived by the following components: 52.3 Achievement Points; 11.1 Progress Points; 7.5 Achievement Gap Points; and 3.2 Challenge Points.~~

~~The Middle School obtained a CCRPI Score of 77.8. The Score was derived by the following components: 54.3 Achievement Points; 9.3 Progress Points; 9.8 Achievement Gap Points; and 4.4 Challenge Points.~~

~~The High School obtained a CCRPI Score of 62. The Score was derived by the following components: 41.7 Achievement Points; 7 Progress Points; 12.2 Achievement Gap Points; and 1.1 Challenge Points.~~

CCRPI data for FY15 is as follows: The Primary School obtained a CCRPI Score of 84.3. The score was derived by the following components: 50.6 Achievement Points. The Elementary School obtained a CCRPI Score of 63.4. The score was derived by the following components: 43.1 Achievement Points, 16.7 Progress Points, 2 Achievement Gap Points, and 1.6 Challenge Points. The Middle School obtained a CCRPI Score of 78.2. The score was derived by the following components: 48.4 Achievement Points, 16.8 Progress Pints, 8 Achievement Points, and 5 Challenge Points. The High School obtained a CCRPI Score of 56.6. The score was derived by the following components: 39.1 Achievement Points, 12 Progress Pints, 3.8 Achievement Gap Points, and 1.7 Challenge Points.

Areas of strength are noted as follows:

High School: ELA at the high school level, and in the area of Biology/Physical Science that displayed an increase in closing the achievement gaps.

Middle School: Middle School data shows that subgroup performance target. Students are making progress in all areas. Students met participation rate, state and subgroup performance targets in the areas of science and social studies. Black students met these targets in the area of math, while white students didn't meet the performance target.

Elementary School: Reading was an area of strength in that 95.1% of students met or exceeded in this area. Hispanic students also met state performance and subgroup performance targets in the area of reading, science, and social studies.

Primary School: Reading was also noted as an area of strength. 96.8% of students met or exceeded in reading.

Areas of weaknesses identified for the high school were in the area of Math (Coord. Alg EOC), and History (US History EOC). The Lexile measure was also a noted weakness at the High School level. The High School also had a low percent of students scoring at the Exceeds level on EOCTs.

The Middle School continues to struggle with students with disabilities. There are performance gaps in the areas of math, science, and social studies.

The Elementary School has been identified as a Focus school for FY15. Students Lexile levels in Grade 3 are a concern. Math was a weakness at this level. No subgroup met performance targets in this area.

The Primary School has weaknesses in the area of math for all students.

~~The current level of academic achievement measured for adequate yearly progress indicates deficiencies in the sub-group students with disabilities at all schools and particularly in mathematics, yet, there was noted improvement in the achievement gap of these students. There were identified improvement in the area of ELA/Reading.~~ Overall all student, including homeless students, Needs are assessed in late spring when CRCT and GHSGT results come from the state. ~~EOCT~~ Georgia Milestone EOC data is disaggregated as scores are reported to the high school. School level staff, including principals, assistant principals, instructional coaches, and teacher leaders analyze school data for overall strengths and

weaknesses through the Design Team. Academic data is disaggregated and examined to make both external and internal comparisons. External Comparison: Data for all students is compared with data for all students at the state and RESA group levels. The examination indicates how we are performing compared to other districts in our geographic area. Internal Comparison All data is compared internally to show differences or gaps between racial groups, special and regular education students, educationally disadvantaged and those not economically disadvantaged, and by gender. This data is particularly useful in improving our program processes. It helps us select software, select or drop programs, develop schedules and map out professional learning for the system. The levels at which the overview data is shown include: Scores by content area for each grade by school Scores by content area for each grade by system Comparison to RESA and state for each content area by system Domain performance for each content area by grade by school Data is summarized and successes celebrated at the opening convocation for faculty and staff, PK-12. Results are also presented to the members of the Board of Education at one of their regularly scheduled meetings. Individual Academic Student Data: Each teacher spends between 6-8 hours involved in data analysis. With the help of instructional coaches and the administrative staff, teachers review individual test data for each student assigned to them. The system uses Excel Spreadsheets and SLDS to assist in manipulating and presenting data. At the grade and classroom level, data is examined for each student to determine specific strengths and weaknesses. Students who were just above or just below the pass/fail score are targeted as "Bubble" students. Intervention measures are put in place for these students. Non-Academic Data Input is gathered periodically through surveys and public hearings. Some of the surveyed topics are: technology literacy levels (LOTI), professional learning perceptions and growth (SAI), school perceptions (SACS), parental involvement needs (Title I), and student perception surveys on the level of drug use, violence and safety of students on the DOE Drug Free School survey. System Improvement Goals: Improve student achievement in mathematics. Improve student achievement in reading/ELA. Improve achievement of ELL students in reading and mathematics. Increase the percentage of highly qualified teachers to 100%. Implement high quality violence prevention programs and a progressive discipline system. Increase the percentage of students graduating from high school. Improve the provision of a free and appropriate public education to students with disabilities * Improve the academic achievement of SWD in all content areas at all grade levels. Communication System goals, assessment data, and progress reports are shared annually at public meetings held by the Wilkinson County Board of Education. Each school also shares its progress report at parent meetings, school newspapers, and through the media. Each school complies with the requirements of ESEA to report their school's academic status to their stakeholders. This information will be posted on our system and school websites this school year.

Data sources for the needs assessment were CCRPI reports, CRCT scores, GHSGT

scores, EOCT scores, Equity Report, Highly Qualified Report, Teacher
Keys Evaluations, recruitment/retention data, class sizes, and school level design
team data. School Councils and Georgia Professional Standards Commission on-line
needs assessment for parents, paraprofessionals, teachers, and administrators are
also data sources for school improvement planning.

~~For the 2013-14 School Year, Wilkinson County Schools achieved 99.06% Highly Qualified Status.~~ For the 2014-2015 School Year, Wilkinson County achieved 100% Highly Qualified Status. Although highly pleased with all highly qualified teachers in the district, we will continue to support our TAPP teachers and provide support to any professional or paraprofessional should they need to take a GACE test in order to become highly qualified. Vacant positions are posted on the Teach Georgia web-site and recruiting visits are scheduled to colleges/universities in Georgia with an emphasis on schools that have a high percentage of minority students. Professional development is planned cooperatively with the school/system needs assessment and improvement plans. Principals may request or show need for things at their school or for individuals within their school. We collaborate with Oconee RESA to conduct joint activities among our small districts, including differentiation and
diversity. Throughout our K-12 system, 2 grade levels are significantly larger that the others lending themselves to the effective use of a class size reduction teacher. It prevents classes from "maxing out" at the state class size and helps to provide smaller group instruction for students. Wilkinson County students are grouped heterogeneously and assigned to teachers randomly in a grade level. No student will have a greater chance than another of being assigned to a teacher that has a low or high level of experience or is of greater or poorer quality. Principals track student achievement by teacher so that students assigned to a teacher's class that did not perform well one year can be assigned to a teacher that has a record of students performing better the next year. We strive to find teachers that are experienced and have a record of excellence in instruction.

~~Personnel data indicates that for the most recent school year, 11 teachers resigned or retired. Of the 11, 6 retired, 4 resigned to work in other schools, and 1 was non-renewed.~~

 For the FY15 school year, personnel data indicates that 36 teachers resigned or retired. Of the 36, 7 retired, 28 resigned to work in other schools, and 1 was non-renewed.

Wilkinson County Schools conduct an annual needs assessment to offer all stakeholder involvement in the process. Administrators, teachers, parents, and paraprofessionals, business leaders, higher-education partners, and community members provide input. Links to the survey are on the homepage of the district's webpage and flyers with the informing stakeholders of the location of the link and the survey are sent home with students, parents are notified by the schools' one call

system, business and community members are notified via phone and flyers are on all office counters in schools. Administrators, teachers, parents, and paraprofessionals must complete the survey as a part of end-of-year sign off duties.

Data sources for the highly qualified status of teachers and paraprofessionals are obtained from the Georgia Professional Standards website. Data for teacher experience is obtained from a locally developed spreadsheet that includes the teacher's hire date along with other important data. Payroll records are also reviewed to obtain teacher experience data for those teachers that began working in the district that have previously taught elsewhere. Equity data is also obtained from PSC site. Class size data is submitted by each school and uploaded periodically. Retention and recruitment data is provided by the coordinator for recruitment. The Title IIA Coordinator, working closely with the administrative assistant responsible for certification, closely monitors the Highly Qualified status of all teachers and paraprofessionals. Teachers and paraprofessionals are notified in writing if they are not highly qualified and an individual plan is developed to meet the goal of becoming highly qualified. Teaching assignments are also monitored to make sure that a mistake was not made when making teaching assignments that would cause a teacher to not be highly qualified or for any grade span grouping to have a disproportional number of inexperienced teachers. Being a small school system with only one school serving each grade span grouping, teachers are hired and/or assigned or reassigned based on their certification and highly qualified staff members or any more or less inexperienced teachers than another with the same certification.

The District utilized the Teach GA web site to advertise jobs, local newspaper and colleges and universities. Sign-on bonuses have been added at the high school level in critical field areas such as math and Spanish. Also, all new teachers are assigned a mentor teacher their first year in the district for guidance and mentor-ship. ~~Retention Rate for FY14: 92.1%:~~ Retention Rate for FY15: 85%. Teacher retention in a small rural school is always an area of concern. Retaining highly qualified Math teachers at the high school is a concern. There was a 11.8% increase in the retention rate this school year. There are ongoing professional developments that address educating students of diversity. Teachers are strongly encouraged to seek trainings to attend and there are annual in-house professional developments held. ~~All teachers received the following training in FY14: Differentiated Instructions in the Classroom; Writing Across the Curriculum; Response to Intervention Training; New Teacher Mentoring; Classroom Management Professional Development; 12 Powerful Words; SLO Training; TKES Training; Thinking Map Training; Classroom Instruction Techniques; Data Notebook; CRCT Training; Vertical Alignment; Routines and Rituals; Profile Sheets/Flexible Grouping; Cloze Reading; Instructional Framework; Task Boards Integration~~. During the FY15 school year, teachers received the following training: Classroom management: routines and rituals, Unwrapping Standards/DOK/Lesson Plans, Modeling of the instructional Framework, Universal Design for Learning, Differentiated Instruction, Depth of Knowledge, Profile

Sheets, Flexible Grouping, Thinking Maps, Classroom Instruction That Works, and Alignment for all Content Areas. ~~HiQ for FY14: 99.06%. Only one teacher at the High School did not have HiQ status. He is a TAPP teacher that did not complete TAPP requirements. He was not renewed for the 2014-15 school year. There was a 100% rate for paraprofessionals---All paraprofessionals were Highly Qualified. The average teaching year experience is 12.1 years. This represents an experienced teaching staff.~~ Class size data is submitted by each school and uploaded periodically. Every effort is made to follow state guidelines as to maximum class sizes—class size waivers are requested if numbers are exceeded. HiQ for FY15-100%. There continues to be a 100% rate for paraprofessionals. The average teaching year experience is 13.68 years. This continues to represent an experienced teaching staff.

~~The needs assessment for 2014-15 identified the following prioritized needs:~~

~~Accommodating All Learners; Math Professional Development; Technology for Teachers; Reading Professional Development; Differentiated Instruction; Interpreting and Using Data; Response to Intervention; Teacher Retention/Mentoring New Teachers; TAPP Training & GACE Completion; Co-Teaching and Inclusion Training; Parent and Community Involvement; Managing Student Behavior; CSR Teacher;~~

The needs assessment for 2015-2016 identified the following prioritized needs: Response to Intervention, Technology for teachers, Accommodating all Learners, Differentiation Instruction, Parent and Community Involvement, Classroom Management, Effective Teaching Practices, Interpreting and Using Student Data, Assessing student Achievement, Co-Teaching and Inclusion Training, Standards Based Classrooms, and Working Effectively with Paraprofessionals and Volunteers.

The district will continue in its effort to reach 100% Highly Qualified Staff. The High School is now a School Improvement School (SIG 1003) and has the capabilities to offer sign on and retention bonuses in critical need area.The system did not meet 100% HiQ Teachers for FY14. 100% has been met in past school years. HiQ teachers will continue to be sought and hired. There was in increase in the HiQ percentage for this school year. The system did meet the goal of 100% for Hi-Q during the 2014-2015 school year.

The retention of consistent teachers has been a concern-especially at the High School level. It is imperative to maintain consistency in teaching staff at all schools to provide students with the opportunity to receive maximum instructional opportunities. The teacher retention program is continually reviewed to include mentors to beginning teachers and additional professional developments to teachers that are new to the school district. The system continually show gain in the teacher HiQ % from 98.27 in FY12 to 98.86 in FY13

to 99.06 in FY14. Only one teacher was not HiQ due to not meeting TAPP requirements and he was not renewed for the 2014-15 school year. For the FY15 school year, 100% of staff is highly qualified--teachers and paraprofessionals.

Actions/Strategies/Interventions: Every attempt will be made to hire 100% HiQ staff. If this is not possible, all new hire will be put on remediation plan and monitored closely to ensure HiQ status by end of school year. GACE assessment study materials and study time will be provided. Mentor teachers will be provided to new teachers. Professional development opportunities will be provided to new teachers. TAPP registration & support

☑ **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;

Wilkinson County Schools uses a number of high quality academic assessments in addition to those identified by the state to determine student success and needs for instruction. Formative, Interim, and Summative assessments are given to monitor progress on how well students are meeting standards. These assessments are aligned to students identified instructional needs. Wilkinson County Schools administers state required assessments of GKIDS, ~~CRCT, GHSGT,EOCT,~~ Georgia Milestone End of Course and End of Grade, SLO's, ACCESS for ELLs, and Writing Assessments. The W-APT is used by our system as well as Can Do Descriptors that are used as instructional components. The school district uses the Occupational Survey Form along with guidance from the GaDOE MEP Region 1 to identify migrant students. The system also utilizes PPVT-III, Brigance,W-APT score reports, teacher made assessments, rubrics, and assessments from core reading programs to help determine the learning needs of students. Benchmarks are given three times per year at each school to assist with monitoring student progress. Information is shared with teachers, parents and students through parent conferences, teachers, school and system web sites, newsletters, report cards, newspapers, GDOE website, letters, memos, phone calls, individual student test results, email, PTO meetings, school

council meetings, GADOE website, and through specific parental meetings such as PEC and ELL parent engagement nights. Fitnessgram night and Child Find activities are combined to provide parents with children in multiple school settings to attend these events. The Wilkinson County School District works with school registrars in the registration process to identify homeless children. The Homeless Liaison surveys other agencies to identify homeless students. The Title I director works with the Family Advocate/ Homeless Liaison to plan strategies to meet those needs. Case study information is used to identify related needs such as a need for personal school supplies. To identify the educational needs of the homeless children, Wilkinson County uses the following assessment instruments at the appropriate grade level: Benchmark Assessments, Georgia Milestone EOC and EOG, EOCT, and SLOs. Formative assessments such as teacher made and commercial rubrics, computer assisted programs such as Study Island, Accelerated Reader, and on-line assessments. Available data and information is used to produce a summary of needs.

☑ **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.

Wilkinson County Schools will participate in the National Assessment of Educational Progress if selected to participate. The High School (12th Grade) was selected to participate FY15.The information compiled from the NAEP assessment will be used along with other assessment data in making decisions for improving instructional practices. Homeless students will be appropriately included in the NAEP as directed by the Georgia Department of Education. The GDOE will be contacted to solicit assistance with analyzing the NAEP data. The NAEP website will also be used for additional information on using the assessment results for improving teaching and learning.

☐ **Is Plan Descriptor Revised?**

4. Title II, Part D; E-Rate

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

The technology system goals are developed as part of the System Technology Planning process and are in line with the School Improvement Plan. These goals were established based on an analysis of data in the three year plan develloped in the spring of 2013.2014Goals are organized around 8 areas: Access, Instruction, Professional Learning, Hardware, System Readiness, Parent/Community, Assistive Technology, and Administrative Technology. Each goal includes action steps and an

evaluation plan to determine if it has been met. Some evaluation plans include evidence that items have been purchased and installed; while some include evidence of professional learning, websites, level of technology implementation, or the hardware survey completed for the GDOE. Equal access is continually monitored for special and minority programs. The goals of the technology plan include in summary: Access Provide internet connectivity and wireless access to every classroom and every computer in that classroom through the local area network and monitor for peak performance. Maintain the local area network. Instruction Upgrade software, evaluate new software to meet instructional, student information and financial needs. Utilize technology for instruction, student work, and on-line resources. Professional Learning Provide training on new/upgraded software and hardware and participate in 5 contact hours of technology training each year. Hardware Add computers to meet access goals of 6 per classroom (1 teacher and 5 student) and replacement of out-of-date equipment. Add relevant peripherals and update media center hardware/software. System Readiness Maintain, repair and troubleshoot software and equipment Establish a parts inventory and retrofit electrical as needed. Beginning in the 2010-2011 school year, the IT Help Desk was established. This web-based system will focus on reducing wait-time on trouble shooting technological problems and also includes an inventory ticketing system. Parent/Community Develop and maintain system and school webpages and provide secure access to student grades by students and parents. Update and maintain system email and the telephone system. Assistive Technology Provide equity of access and support for students with disabilities in both inclusion and resource/self contained classrooms. Administrative Technology Update financial, student information and data analysis tools. In addition to the system and school web pages, teachers will begin to develop their own classroom web page. Between the new student information system software and e-chalk, students, parents and the public can log into the teachers web-site and access (password protected of course) their student's grades and communicate with any teacher by e-mail. Teachers will be able to include examples of student work and student projects electronically.   Beginning in the 2014-2015 school year, lesson plans will begin to be placed on the schools' website so that parents will be made aware of the instructional content that their students will be exposed to on a daily basis. The areas of ELA and Math will be available and each subject area will be phased in during the upcoming school year as lesson plans are reviewed and approved. Also, the system has budgeted a educational technology specialist that will be responsible for providing input in the development of a system-wide and building level programs that enables students to use technology as learning tools, investigating and disseminating information on best practices for technology integration, sources of information on trends, research and applications related to technology use in the school program and also teach demonstration lessons with the teacher taking over class instruction after the demonstration. There are constant evaluation to the technology plan to ensure the system is incorporating techniques and strategies to provide students and staff with current trends to stay abreast of an ever changing technological society.

☑ **Is Plan Descriptor Revised?**

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

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

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

Data is disaggregated to enable teachers and school leaders to identify which students need specific instruction to either meet or exceed standards. We have 29 EL students with 2 students being monitored. An inclusive setting is provided to EL students at Primary and Elementary schools within the system. These EL students are scheduled with EL endorsed teachers. At the High School, the pull out model is used as well as the Push in model for those students based on the needs of the students. Our Middle School EL students are placed with Inclusive EL teachers. These students use the pull out model as well as the push in model. Currently we have no migrant students. Many strategies are used to ensure that the needs of disadvantaged students are identified and met. Strategies include: Data disaggregation with grade level/team/department meetings throughout the year. After school sessions are held from August through June four days per week in grades K-12 for students ~~one or more portions of the CRCT or GHSGT~~ that are failing a subject or are in danger of failing the state test, those that are struggling academically, students with disabilities, and other students that could benefit from additional instructional time, differentiation, and/or acceleration. Additionally, summer school sessions are held for students who have failed one or more portions of the ~~CRCT or GHSGT~~ <mark>EOC or EOG.</mark> Credit recovery sessions using Odysseyware are held at the high school after the end of the school day and/or summer school. Odysseyware is used for students at the Alternative School to keep students on track for graduation. Funds local funds to provide learning support. Each school has the services of an academic coach. Special Education teachers are included in grade level/team/department professional learning with regular education teachers. Special Education teachers are included in all curriculum and data analysis workshops. The number of inclusive classrooms has increased in order to keep the Students with Disabilities in regular education with support as much as possible to ensure equity of learning opportunities. Title I and Title II funds are used to reduce class size and provide common planning in the Title I schoolwide schools. Communication with non English speaking students and families occurs in several ways. The High School Spanish Teacher is fluent in Spanish and French. Many Department of Education documents are available in other languages. Interpreters are used at parent

engagement activities, parent meetings, and other events that will require an interpreter to be present. TransAct software is used to translate English documents into other languages. Students receive services from an ESOL endorsed teacher. Test scores are given to parents in their primary language. The DOE consortium provides training for teachers and the Title III Director on how to increase parental engagement and how to access Transact. Technology has been increased for our EL students with the purchase of media tablets that assist these students with translating and vocabulary development. EL teachers are also using these tablets to increase student achievement for PEC and EL students. Professional development will continue to ensure that PEC and EL teachers are trained on how to fully utilize the new tablets. The High School is the recipient of the School Improvement Grant and there has been substantial increases to the technology available for student use. All students has access to 1-to-1 iPad use. Also, all classrooms have been equipped with mimeo boards to increase the rigor of academic instruction, student engagement, and technological innovation.

☑ **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.

Wilkinson County considers technology an instructional tool as opposed to an end unto itself. For this reason, we try to include an element of technology in our professional learning opportunities and presentations. For example, PowerPoint or Mimeo Boards are often included in training sessions. Because all classrooms now have Mimeo Boards, we hold classes to assist teachers in using the technology as well as use shared folders on the network so that they can share each others lesson plans and flip charts. The High School offers credit recovery courses using Odysseyware and initial credit courses using GDOE Virtual School. We have a Technology Director at the central office level, a system-wide Network Administrator, and two technology technicians assigned to the schools. Professional learning is often embedded in common planning times or sometimes teachers are offered the opportunity to attend training and bring it back to the district for specific software or hardware. School representatives are selected to attend some training for the purpose of re-delivering to their schools or grade levels during common planning. This gives time for teachers to re-visit the training and collaborate on implementation over time.

☐ **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.

It is clear that technology will become an ever-increasing facet of daily life. It is essential, therefore, that if we are to prepare our students for their lives after high school, we need to ensure that they are as technologically literate as possible. Wilkinson County is a systemwide Title I district. Title I, Title IIA, Title IID Competitive funds are used to provide professional learning in technology in a seamless manner. Three-year technology goals and targets were established as part of the system technology plan. These goals and targets were then incorporated into the System and Schools Improvement Plans. One of the ironies that exist is that most students are more technologically literate than their teachers. Mimeo Boards have been installed all classrooms. Teachers are trained and in turn train their students how to use the Mimeo Boards and the many features of the Mimeo Boards. Technology standards are in the process of being integrated into the GPS units during the development of standards based units of instruction. Teachers are provided the technology standards for their grade level to more effectively integrate this instruction into their classrooms. The level of student technology has been measured to date by teacher observation and student self-assessment. Starting in 2006-2007, the level of student technology literacy will also be measured through the GPS performance tasks. The system has decided to use the state on-line assessment to measure student technology literacy at the 8th grade level. Baseline data was collected in January, 2008. This is now done on an annual basis.

☑ **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.

Wilkinson County Schools ensures that funds are spent on scientifically and/or

evidence-based practices and products for all programs including the purchase of technology and technology tools. All materials purchased, including anything purchased using e-rate funds, must have a firm research-base and successful track record. Schools wishing to make major purchases can only do so with the agreement of the central office and after a rigorous screening process. When we identify that we need additional resources we scan the market to see what is available that fits our needs and then typically communicate with schools or districts where it is in place. We only allow vendors to present their programs at the district's request. Whenever possible, we run a pilot of the program to ensure that it matches our technical platform and our instructional needs. We usually negotiate training on the new product as part of the purchase. Professional learning is often provided through technical assistance on how to assure that programs are scientifically based for school and central office leadership personnel. These activities focus on programs/materials selection as well as providing general leadership to teachers and other school personnel for implementing scientifically based practices. Our RESA Board of Control and Curriculum Directors often evaluate programs jointly and sometimes make group purchases to take advantage of a volume discount that our small systems wouldn't be eligible for otherwise. Professional learning is also based on collaboration between job-alike (grade level or team) or common content teachers for job embedded professional learning, coaching, or mentoring. The re-delivery model is used to train teachers and administrators in effective use of the Georgia Performance Standards. Teachers collaboratively write instructional units in small groups that are shared with others, and develop common assessments to determine what students know and are able to do. All teachers are required to developed standard based lesson plans for the year. The lessons plans were developed during the 2009-2010 school year and will be reviewed by the Lesson Plan Review Committee during the course of this school year (2010-2011). Plans are for the lesson plans to be avaialble online for teacher and parent access. Lesson plans will be available online. This will enable systemwide consistency of instruction for all students. The instructional coaches focus on doing job-embedded sessions after the new product or technology has been in place for a few weeks. These professional learning communities focus on job embedded professional learning. The procedures for any purchases or program implementation include a purchase request signed by the principal and program coordinator which is submitted to the Assistant Superintendent for Instruction, which is then submitted to the Superintendent for approval before a purchase order is assigned. The request includes all pertinent information on the particular item that has been researched by the school design team if it is something completely new. This ensures alignment with school and system improvement goals. Items/programs considered for system wide purchase include review of the vendor presentation by a representative group of stakeholders that review the data indicating effectiveness of the product. To improve instruction in areas of weaknesses, two things will occur. First, a series of professional learning opportunities for teachers will be held to communicate and follow-up on research

based best practices. These seminars/meetings and coaching opportunities will be facilitated by Oconee Resa content specialists, GDOE consultants, Instructional Support Specialists, or services contracted with experts in the field. The second thing that will take place, is that along with aligning the curriculum to instruction, teachers will also develop units of instruction based on the current curriculum for that content and grade level (CCGPS) that include appropriate common, benchmark assessments. Both of these activities lead to improvement in content knowledge of the teacher as well as improvement in instruction based on scientifically based research.

☐ **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.

The Assistant Superintendent for Instruction is also responsible for Title I, Title IIA, Title IID, Title IV, Title V, Title VI, Professional Learning, Technology, and Career, Technical and Agriculture Education. The Program for Exceptional Children (PEC) director is responsible for Title III . The Special Education Director and the Assistant Superintendent meet periodically for system wide planning and coordination of all federal, state or grant programs of which the School system is the recipient. At the system leadership meetings, principals and other directors are given the opportunity to provide input for coordinating services without overlap or duplication for our students. An example of program coordination, involves Title I, Pre-K, 21st Century Learning Communities, Title IIA, and Professional Learning. Professional Learning is provided through Title IIA or Professional Development funds to teachers in all of the programs that are used in the Title I School Wide School, 21st Century After School Program grades K-12, and to parents in the GED program. Many of our programs combine the use of several funding sources to meet common goals. This is transparent to the recipient of the services. Wilkinson County School System has four schools, 1 serving each grade span of PK-2, 3-5, 6-8 and 9-12. All schools are Title I schools. The school wide model has enabled us to coordinate and integrate

programs and services and funding sources in a seamless manner. Students with disabilities and teachers of students with disabilities are included in every initiative of the school district. Most of the teachers are in inclusion for at least a portion of the day and have participated in staff development to learn the most effective ways to be inclusion teachers. Students with disabilities for the most part are in regular education settings for the majority of the school day if not the entire school day in the inclusive model. All students receive the benefit of all programs and all teachers receive the benefit of all staff development opportunities. Students with special needs (limited English proficiency, disabled, migratory, homeless, or migrant children, neglected or delinquent youth, Indian children, and at-risk youth) will be provided all Title I and Title III services for which they qualify. Where feasible, the activities of state, local, and federally funded programs will be coordinated (i.e. EIP, migrant, ELL).

☐ **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.

Wilkinson County is part of the Middle Georgia RESA Safe and Drug Free Schools and Communities consortium. Most of the drugs, violence and tobacco standards are incorporated into the science and health curriculums. Specific research-based programs have been selected based on needs identified through the annual SADFSC Survey. Red Ribbon Week activities are planned at each school grades K-12. School counselors conduct classroom guidance activities around violence prevention, anti-bullying, character education, and anti-drug and alcohol activities. Grade 5 students participate in CHAMPS (Choosing Healthy Activities & Methods Promoting Safety) and anti-drug and alcohol activities are also integrated into the social studies and health curriculum.   We share assessment data results with teachers, parents, community entities, using memos, letters to parents, publications placed in the local newspapers, website, advisory committee meetings etc. Teachers are required to use data to plan lessons and make classroom behavior interventions. We plan to accommodate other languages by translating and communicating by using TransAct software to translate to other languages. Good Touch - Bad Touch and Choosing the Best will be supported with local funds. The district will also conduct parent involvement workshop to inform and share information with parents and receive information/concerns from parents as well.

☐ **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.

Wilkinson County School System uses free/reduced meal percentages to identify eligible attendance areas and schools to be served. Wilkinson County School system uses grade span grouping to rank eligible schools for service. There are no schools with 88% 90% or higher free/reduced meal status. Wilkinson County Schools does not rank order schools because we only have one school from each grade span, primary, elementary, middle, and high school. For FY16, Wilkinson County School will utilize the Community Eligibility Provision.

☑ **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.

Wilkinson County School System does not have any TItle I targeted assistance schools for 2014-15 2015-2016 year.

☑ **Is Plan Descriptor Revised?**

13. All Programs

A general description of the instructional program in the following:

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

All of the Wilkinson County Schools only serve one grade span of students. All Schools are Title I School Wide which enables us to implement instructional programs systematically with an emphasis on horizontal and vertical alignment. After school and summer sessions for grades K-12 have been offered in the past to students at risk of failing math or ELA or any part of the High School graduation test or EOCTs. Services will be expanded this school year to include. All schools have incorporated an Extended Learning Time (ELT) into the daily schedules . At the Primary, Elementary, and Middle Schools, this 30 minute block of time is utilized to incorporate identified areas of weaknesses identified on the CRCT/Georgia

Milestone End of Grade/Benchmarks/SLOs after results are reviewed and analyzed by Administrators and Design Team Members. Lessons will be developed to fill any gaps in Harcourt to address CCGPS, and to emphasize content that is problematic for students. Professional learning in mathematics has been on-going with an emphasis on lesson development to fill gaps and to use manipulatives to teach the concrete, the iconic, then the abstract. Middle School has a connections block that is devoted to remediation in math and reading/ELA for students that are at risk of not performing well on the CRCT/Georgia Milestone End of Grade/Benchmarks/SLOs. Study Island will be used to strengthen students math and reading abilities in the lab setting. Teachers have been involved in the same professional learning in mathematics that Primary/Elementary teachers have been involved, adjusted for grade level, that emphasizes lesson development to fill gaps and to use manipulatives to teach the concrete, the iconic, then the abstract, and to implement CCPS. Teachers attended state sponsored staff development in learning how to use the manipulatives that were provided by GDOE to assist in instruction of the CCGPS. Connections classes are used to assist students in beginning to develop career goals. Technology education, family and consumer science and business education are offered in a non-discriminatory manner. Ilearn math is also used as a supplement for mathematics instruction. The High School operates a block schedule consisting of four 90 minute blocks each day allowing them to earn 4 units per semester. Career Technology programs are offered in the areas of business education, technology education, health care sciences technology, and Air Force ROTC. The business education and technology programs are industry certified. Students that meet dual enrollment requirements are eligible to enroll at Oconee Fall Line Technical College to take T&I courses that are not offered at the High School. Students are transported by bus and enroll in such courses as diesel, automotive, or welding for part of the school day. AP classes are offered in Calculus, English, Statistics, and U.S. History. Selected teachers sought AP Certification during the Summer of 2012 so the high school can offer addtional AP courses in the area of Social Studies, English, and Science during the FY13 school year. An alternative placement for students that are behind or at risk for not completing school on time, the Phoenix Center, along with a disciplinary alternative program are used to help students graduate on time and to keep them from dropping out of school. The alternative education programs will use Odysseyware this year for credit recovery. Odysseyware will also be used in the after-school program for High School students. General Program information – QBE, Title I, Title IIA, and local funds are used to pay for required staff, to reduce class size, provide instructional materials, and professional learning for staff. During FY14, the High School was designated as a Priority School and received the SIG Grant. The requirement of the Flexible Learning Plan was waived and the focus for academic improvement is on math and literacy. Instructional Coaches in math and literacy were employed to provide increased support to high school staff members in these areas. There was also an increased focus on technology integration to increase the rigor of academics and instructional techniques

to gain active student involvement. The High School has implemented the required Increased Learning TIme (ILT) required by the SIG Grant. Each grade level (9-12) have identified areas that will be addressed during this instructional period of time.Title I funds also provide provide support services, and purchase instructional supplies (including computer software and hardware).The High School is now in the last year of the SIG genat and has noted progress academically. The High School is no longer a Priority School. The Elementary School has been designated as a Focus School for the FY16 School year. Title IIA funds are used to enable teachers to be highly qualified under ESEA. ESOL students are served using a pull-out model by a locally funded ESOL certified teacher. Study Island has modules for ELL students. All students are provided with instruction on drug and safety issues in a manner appropriate to their age and in alignment with the health and science CCGPS. Examples of supplemental programs are "Good Touch – Bad Touch" and CHAMPS. Both of these programs will be supported with local funds. Student services are provided through a school counselor at each school, a parent involvement coordinator for Title I schools, a family advocate/social worker, and High and Middle school graduation counselor. There are no schools for neglected or delinquent students located in the geographic boundaries of Wilkinson County. Students with disabilities are primarily served in the inclusive model, therefore, receiving the benefit of all supplemental programs. The supplemental instructional software, Study Island, differentiates instructional levels for students with disabilities as well.

☑ **Is Plan Descriptor Revised?**

14. Title I, Part A; IDEA; EHCY

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

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

The school district works with school registrars in the registration process to and with DFACS and community members to identify homeless children. The Parent Involvement Coordinator/Family Advocate surveys other agencies to identify homeless students. The Title I director works with the Family Advocate and the coordinator for the homeless children and youth to plan strategies to meet those needs. Case study information is used to identify related needs such as a need for

personal school supplies. To identify the educational needs of the homeless children, Wilkinson County uses the following assessment instruments at the appropriate grade level: Georgia Milestone EOC & EOG, NAEP, ACCESS, Benchmarks, and SLOs. Formative assessments such as teacher made and commercial rubrics, computer assisted programs such as Study Island, Accelerated Reader, and on-line assessments are used to guide instructional practices. Available data and information is used to produce a summary of needs. At this point in time, we have not identified any homeless children, but if homeless children move into our system services such as extended day tutoring, transportation and supplies will be provided. Title I funds will be set aside to provide the services described above and any additional services that are needed for homeless children in Title I and non Title I schools as well. The system uses the Framework for Understanding Poverty professional learning series to ensure that homeless children are not stigmatized. It is also the policy of the school system and every school that no child be stigmatized for any reason, including homelessness. There is a website where an LEA can request a poster on the responsibilities, definition of homeless, etc. . The Wilkinson County School System has designated a homeless liaison. Our system uses resources from www.serve.org/nche/states to comply with some requirements of the McKinney Vento Act.

☑ **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.

The CLIP (Consolidated LEA Improvement Plan) is open to parent input and review as it is being developed. Parents, students, and all other pertinent stakeholders are invited to CLIP Planning and Review Meetings. These meetings are held at schools and are advertised through various mediums. Parents receive notices by their summer school students, meetings are advertised on the website, school marques, local newspapers, and churches. Copies of the draft CLIP are placed on each school counter so that parents can review it at their leisure when visiting schools. The CLIP is also placed on the district's website. Parents and students are included in the allocation of the 1% parental involvement set-aside through a public meeting and survey. The survey is online and participation is encouraged by all district personnel and attempts are made to offer parents the opportunities to complete this online survey at the school. It is the realization that many parents in this rural community may not have internet access in the home. The link for the survey and an explanation describing what it is utilized for is sent home with all students and is also put on the district's website. There are specific questions addressing the 1% set-aside funds and this survey also ask parents about their intention on attending a meeting to further discuss the allocation of these funds Parents are notified of the 1% parental involvement allocation meeting in the same methods as with the CLIP---flyers home to parents, school marques, newspaper article, local church announcements, and website notification. The Wilkinson County School system included representative stakeholders and school system personnel in developing our parent involvement plan. The system's parent involvement coordinator implement the activities of the annual needs assessment as outlined below. Parents also have the opportunity to review the policy annually at the meeting about Title I programs and provide suggestions for revision, along with participating in the needs assessment and development of educational programming to meet the needs of the parents. The agenda and other documentation is kept on file. All school programs collaborate in offering parent educational programming to use our

resources efficiently and to keep from duplicating services. The district requires each school to develop a written school parent compact, and school policy. Wilkinson County Schools have carried out the six requirements to build parents capacities to be involved in school. We have distributed the state CCGPS and student testing brochures, sent out letters to parents informing them of their child's grade level standards, provided materials and training to assist their children, provided workshops for parents on a variety of topics, including but not limited to nutrition, computers, reading to children, gang awareness, cyber-bullying, CPR, and first aid. All workshops tie back to the needs assessment/parent survey. Parental involvement activities are coordinated with the 21st Century Community Learning Centers. Coordinators cooperatively plan and implement activities. School system personnel make an effort to write materials that will be sent to parents in a user friendly language. Transact program as well as Title I parent involvement materials are used to translate materials for other language families/parents. The LEA maintains parent resources which are available for parents to use and/or check out. The LEA involve parents in the joint development of the LEA Plan. Parents of Wilkinson County students are involved in the development of the LEA Plan by requesting input. Parents are invited to participate in a planning meeting during the fall of the year to review and develop the Parent Involvement Policy. The LEA involve parents in the process of school review and improvement: The Wilkinson County School System makes available to parents the results of the state assessments and the system's performance on those assessments. Assessment results are made available at the local board meetings which are open to the public and presented in newsletters to parents. The LEA provide the coordination, technical assistance and the other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance: The Parent Involvement Coordinator assist staff to provide the coordination, technical assistance and other support in planning and implementing effective parent involvement programs. The Parent Involvement Coordinator will provide assistance to the schools by: meeting with parent advisory groups to plan programs; and providing transportation, child care, and translation of information to languages other than English when such services relate to Parent Involvement. The LEA coordinate and integrate parental involvement strategies under Title 1, Part A with parental involvement strategies under other programs: Parental involvement activities at the system level are a coordinated effort among Title 1, Early Intervention Program (EIP), Program for Exceptional Children, and Pre-K whenever appropriate and feasible. Meetings are held periodically throughout the year to plan and implement joint parental involvement activities. The LEA will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy: An annual meeting is held in the spring of the year to determine the effectiveness of the program. Notices are sent home with each student and an article is placed in the local newspaper to inform parents of the annual evaluation. Parents, community members, and school personnel are asked to review

the parental involvement goals established for the year and decide which areas, if any, were not met. Barriers to parent participation such as economic disadvantages, disability, limited English proficiency or other barriers are identified. The Parent Involvement Coordinator and the Parent Involvement Committee will facilitate the writing and implementation of the Parent/School Policies and Compacts for each school receiving Title 1 funds. The LEA will use the findings of the evaluations in designing strategies for school improvement and revising, if necessary, the LEA Parental Involvement Policy and the School Parental Involvement Policies: The results on the survey/questionnaire and the annual evaluation will be tallied, recorded, and kept of file. Following the annual review of the policy, parents, community members, and school personnel will meet to plan and revise the policy as needed to improve parent participation. The LEA will ensure effective involvement of parents and to support a partnership among the school, parents and community, each LEA shall provide assistance to participating parents in various areas: To assist parents in understanding various areas of their children's education, newsletters, are distributed. Each newsletter contains parenting tips, building trust between school and families, and helping parents build responsibility and self-discipline in their children. At school PTO meetings a subject is featured with a teacher describing the curriculum and demonstrating a class lesson with a student. Conferences can be scheduled directly with the participating student's teacher or through the Parent Involvement Coordinator anytime the parent desires. The LEA will provide materials and training such as: a. Coordinating necessary literacy training from other sources to help parents work with their children to improve their children's achievement, b. Training to help parents work with their children to improve their children's achievement: Title I Parent Involvement promotes literacy training for parents by providing workshops and written information throughout the year. Notices are sent home to inform parents of seminars and posted in the school. A record of names is filed for an accurate account of parent participation of each workshop. Refreshments and childcare provisions will be made possible for parents as necessary. The LEA will educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, on the contributions of parents, how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school: Educators and parents are given the opportunity to participate in staff development training during the summer and/or sessions during the school year to develop an understanding of the value of parental involvement and how schools can reach out to parents and how parents can become partners with the school. The Parent Involvement Coordinator distributes to each staff member monthly newsletters, Ideas Staff Can Use, to give suggestions for parent involvement activities. The Parent Involvement Coordinator will work with the school administration to organize a parent volunteer program. The LEA will develop appropriate roles for community-based organizations and businesses in parent involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and

encouraging the formation of partnerships between elementary, middle, and secondary schools and local businesses that include a role for parents: Businesses are given the opportunity to contribute not only monetarily, but of their time and experience to the educational system. Businesses are encouraged to release employees to participate in volunteer activities in their children's schools. The Parent Involvement Coordinator and the Title I Coordinator will communicate information about opportunities for organizations and businesses to work with parents and schools. An emphasis will be placed on the role of the parent in this partnership. The Wilkinson County School System contributes articles dealing with parenting and other education issues to the local newspaper. The LEA will conduct other activities such as parent resource centers and opportunities for parents to learn about child development and child rearing issues beginning at the birth of a child, that are designed to help parents become full partners in the education of their children: A monthly newsletter including parenting tips and information on increasing reading achievement, child development and child rearing issues is sent to parents. The Parent Involvement Coordinator provides training to parents through system-wide and/or school-based workshops and/or materials available for checkout in the Parent Resource Center located in the Parent Involvement Coordinator's office. The LEA will ensure, to the extent possible, that information related to school and parent programs, meetings, and other activities is sent to the home of participating children in the language used in such homes: To ensure that information sent to parents is in the language used in the homes, Wilkinson County School System will work in translating any written communications and in providing oral translations at workshops, whenever needed and possible.

Stakeholders are involved in the comprehensive needs assessment through school level design teams, school councils, PTO's, technology technicians, principals, system level staff, Oconee RESA, and the superintendent. Principals have the responsibility of soliciting needs and ideas from their respective groups at the school-parent-student level (PTO, design team, school council, parents, & student groups) and presenting them to the system level based on input from stakeholders and data analysis.

Wilkinson County Schools conduct an annual needs assessment to offer all stakeholder involvement in the process.

Administrators, teachers, parents, and paraprofessionals provided input. Teachers and paraprofessionals provide input through their department/grade levels which is carried to the school design tem and them to the district office. Parents and business partners provide input through school councils, Title I parent involvement activities and surveys, 21st CCLC parent involvement activities and surveys, and PTO's. Students provide input through their interaction with their parents and teachers as well as

through student organizations that are appropriate for the developmental level for the student. All stakeholders are given the opportunity to complete an annual needs assessment identifying needs and/or weaknesses of the district. In this way, a prioritize list can be developed by tallying the responses given on the needs assessments. The items on the needs assessment that get the greatest response will be targeted for action as the equity plan is developed.

The school principals meet with their Design Teams, Departmental Teams and School Council throughout the year. Every meeting held during the year focuses on how to best meet the needs of individual students and increase student achievement. And in May of each year, they meet to review all the data, surveys, conversations, observations, etc from the year and complete the Needs Assessment, which includes prioritizing needs and developing strategies to address the identified needs. The superintendent meets with the Central Office Leadership Team weekly to strategize how to meet the needs of all students and ensure that all students are successful and Principals share this information with members of School Council for insight, feedback, and concerns. The results of all of the meetings noted above are used to generate the system annual needs assessment.

☐ **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.

Wilkinson County High School has been identified as an Priority School for the 2012-13 School year and this designation will remain for three years. The Primary, Elementary, and Middle School have not been identified as Priority, Focus or Alert Schools at this time.

Wilkinson County High School applied for SIG 1003g funds for FY14 and was awarded. The Flexible Learning Plan is no longer a requirement for the high school. The SIG grant application includes an ILT (Increased Learning Time) component. ILT has increased the learning time at the high school by 30 additional minutes. The students will have additional time in the morning and on Saturdays to have remediation opportunities or acceleration opportunities in academic areas of needs. Ninth graders will return a week earlier than other students to participate in a Ninth Grade Academy to acclimate them to the high school environment and their new teachers. There will be a focus on increase technology for teachers and students to increase academic rigor and student achievement. With the integration of technology into instruction, the students will become more actively involved in the learning environment.

Wilkinson County chose to implement the Transformational Model.The Transformational Model will allow the Wilkinson County High School to increase student achievement through

a rigorous comprehensive plan with relevant, on-going, high quality job-embedded, differentiated professional learning, increased learning time, block scheduling, continuously using the data to guide and differentiate instruction, and utilizing community support which will include all stakeholders.

==Wilkinson County High School is no longer a Priority School. For the 2015-2016 school year, the Elementary School is now designated as a Focus School. A Flexible Learning Plan will be implemented.==

☑ **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.

~~The High School is a Priority School. Yet, the High School is also a SIG 1003 (g) a Flexible Learning Plan (FLP) is not required.~~ ==Wilkinson County Elementary School (WCES) has been designated as a Focus School for the 2015-2016 School Year. WCES's FLP is being developed and will be updated in the ConApp. The LEA will monitor the progress of WCES and provide technical assistance to ensure the effective implementation of the FLP.==

☑ **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;

Wilkinson County Schools directs its schools to include a notice to parents in the student handbook that describes for parents the definition of highly qualified and how they can request teacher qualifications for their child's teacher(s). ~~The HIQ teacher percentage for FY15 is 99.06% and 100% for paraprofessionals.~~ The HIQ teacher and paraprofessional percentage for FY16 is 100%. Students are assigned to teachers randomly, not on the basis of the qualifications or teaching experience. If there were teachers that were not highly qualified, the system would require them to be working toward becoming highly qualified or they would leave the system. Teachers that are not highly qualified are put on individual plans to ensure that they become highly qualified. The system will providie or facilitate the necessary professional development and/or reimbursement for teachers, including special education teachers, for coursework taken and passed that are included in the individual plan to become highly qualified. The system is also paying for 1 administration of the certification test when that is the impediment to becoming highly qualified. These teachers are distributed among schools so that there is not a concentration in any one school. All of our Title III teachers are fluent in English and that is the language of instruction. The Title IIA coordinator along with the school system administrative assistant that also works with certification will monitor the highly qualified status of all teachers and parapros. The highly qualified status is checked quarterly. Meetings are scheduled with teachers and paraprofessionals whose highly qualified status is or may be in jeopardy. An individual plan for becoming highly qualified is developed in collaboration with each teacher. The Title IIA Coordinator works with the principals and the administrative assistant to ensure that all teachers and parapros are highly qualified as of the beginning of school. Certificates and teaching assignments of personnel employed during the each school year were checked during the previous school year leaving only new hires to be checked during August and any others as they are hired.

When necessary, remediation plans for non-HiQ teachers , teachers who hold a non-renewable certificate, and paraprofessionals are collaboratively developed between the Title II-A Coordinator and the teacher in the fall of the school year. The plan includes a list of the items necessary to be successfully completed in order to become highly qualified. The form is completed during a one on one conference and is signed by the teacher. The plan is monitored periodically throughout the year and updated. Non-HiQ teachers, teachers who hold non-renewable certificates, and paraprofessionals are informed in writing that the plan must be completed (therefore becoming Highly Qualified) prior to being considered for employment for the subsequent school year. A copy of the plan is provided to the teacher, the Title II-A Coordinator, and a copy is placed in the personnel file. Title II-A funds will be used to support remediation plans by supporting TAPP efforts and supplementing GACE testing fees and testing preparation materials for initial test takers.

All teachers and administrators are required to be technologically literate. Staff members are required to pass a computer competency test to exempolify their

knowledge on technologically literacy. At this time 100% of staff members have met this requirement.

Remediation plans for non-HiQ teachers , teachers who hold a non-renewable certificate, and paraprofessionals are collaboratively developed between the Title II-A Coordinator and the teacher in the fall of the school year. The plan includes a list of the items necessary to be successfully completed in order to become highly qualified. The form is completed during a one on one conference and is signed by the teacher. The plan is monitored periodically throughout the year and updated. Non-HiQ teachers, teachers who hold non-renewable certificates, and paraprofessionals are informed in writing that the plan must be completed (therefore becoming Highly Qualified) prior to being considered for employment for the subsequent school year. A copy of the plan is provided to the teacher, the Title II-A Coordinator, and a copy is placed in the personnel file. Title II-A funds will be used to support remediation plans by supporting TAPP efforts and supplementing GACE testing fees and testing preparation materials for initial test takers.

The District has ten ESOL endorsed teachers at this time.and will encourage the addition of more staff members to participate in the ESOL endorsement opportunity. The funding is obtained though Title IIA funding. All students at all levels will have instuctional opportunities to receive direct teacher interventions in written and oralcommunicaiton skills. Limited English proficient students will be the focus of language instruction so that all students in the WIlkinson County School System will have the opportunity to speak proficient English, and communicate effectively.

The district professional learning team is planning a system wide staff development to address diverse student needs on one of our system wide staff days to meet the component of preparing teachers to meet diverse student needs as required in this descriptor and our needs assessment.

"Parents Right to Know" The Wilkinson County School District notifies parents of "the right to know" through every student's school handbook.Every student is assigned a school handbook with a parent signature page which must be completed by the student's parent/guardian and returned to the school.

"Notification of Not-Highly Qualified Teacher" The WIlkinson COunty School District notifies all parents when their child has been assigned a teacher that is not highly qulaified or when the child has been taught for more than 20 consecutive days by a not highly-qualified teacher. The school is required to send a letter of parent notification to all students that are being taught by the non highly-qualified teacher.

The Central Office utilizes the GAPSC Hi-Q data base to identify non highly-qualified teachers and comunicates this information to the school principals upon hiring or job reassignment. Principals are required to send parent notifications home to all

students being served by non highly-qualified teachers and also send a copy to the central office to file for documentation.

☑ **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.

The Wilkinson County School System provides training to all new teachers in "The Effective Teacher" . This is introduced during new teacher orientation and facilitated in small groups throughout the first few weeks of school. It includes classroom management strategies, differentiated instruction, and meeting the needs of diverse learners. Teachers new to the district are introduced to the state curriculum, the CCGPS phase-in plan, and the year that students are to be taught the new curriculum and tested on it. These activities take place during New Teacher Orientation that is scheduled prior to pre-planning. Teachers new to the system then report to their respective schools where principals conduct school specific orientation and are assigned mentors. Teachers continue to explore the CCGPS for their content and grade level in job-embedded professional learning communities facilitated by academic coaches and school administrators. Teachers new to the district at the Primary/elementary level are trained in the Core Reading Program by the Literacy Coach. Implementation is monitored by the K12 Instructional Support Specialists on a regular basis and on an individual basis as well as in job alike professional development groups. Teachers that are selected for endorsement or additional training by their principal or central office personnel and provided stipends for their off contract work and registration fees as INCENTIVES. Teachers involved in endorsement programs also have the added benefit of a certificate endorsement that makes them more marketable anywhere they may want to teach. Expert consultants are often used to improve teacher content knowledge in areas that indicate need according to data analysis. Oconee RESA consultants also provide professional learning activities, seminars, observations, and other professional development activities upon request. ~~The High School is a Priority School and meet on a weekly basis to disaggregate data.~~ The Elementary School is designated as a Focus School. Based on disaggregation of data, specialized instruction is developed for students.

Teachers also meet by department and review test items and perform item analysis on a weekly basis. This process determines whether instruction is effective for the students. If items are find to ineffective as student performance is analyzed, adjustments are made. Teachers also develop high quality lesson plans with standards, lesson activities, remediation activities, enrichment activities, and acceleration activities identified. Administration utilize Success by Design to guide the School Improvement Process. All staff have input in the school improvement process. There is a district-wide leadership team, school level leadership team, and departmental team. Information is dispersed throughout these teams to garner input from all staff members. An active Data Room has been developed and is constantly monitored and updated. Oconee RESA consultants are conducting professional learning on the Response to Intervention as well. Funds are combined from a number of sources such as Title I, Professional Development, Title IIA, Title IID, Title V, Title VI, grant funds, and local funds to implement theses activities. These funds are used to pay contracted consultants, stipends at a rate of $150 per PLU for off contract professional learning time, and registration fees and travel for professional development conferences.

All teachers participate in professional learning opportunities to assist them with addressing the diverse needs of students. The Middle School has been Gender-Based for 3 years now and continue to have positive results. The 5th and 9th grades are gender-based core subject areas and there were increases in test results for these grade levels as well. The 5th and 9th grades have been gender-based for 2 3 years. All schools received gender-based professional development in preparation for gender-based instruction.

Students with disabilities utilize the New Horizon Reading Porgram to assist in raising reading comprehension across grade levels and bring low achieveing students up to grade level in reading abilities.

☑ **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 school in the Wilkinson County School system participates in updating their professional learning plan based on the analysis of data in the Design Team. Plans are based on student achievement data and the system/school improvement plans, which include needs for highly qualified effective teachers. The schools have access to an online data management system, SLDS (Statewide Longitudinal Data System), Excel Spreadsheets and data room to manipulate and manage student achievement data by individual, class and content areas. Professional development

is planned to address needs of the schools and system in improving student learning. The revision of professional learning plans are on-going. Principals may revise plans during the middle of the year to meet a need particularly of an individual teacher that needs to be addressed in a timely manner. Principals participate on the Staff Development Advisory committee to develop, plan, approve, and evaluate the effectiveness of the professional development activities.

☐ **Is Plan Descriptor Revised?**

21. Professional Learning; and all federal programs

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

Professional learning activities provided by Wilkinson County Schools fall into several categories, all of which conform to the guidelines presented in federal programs such as Title IA, and Title IIA and also to the 12 standards described by the National Staff Development Council (NSDC). Standards for Professional Learning outline the characteristics of professional learning that leads to effective teaching practices, supportive leadership, and improved student results.Activities are provided for all staff including bus drivers, paraprofessionals and school nutrition personnel. We have a firm belief that everybody who works in the school system contributes to the academic success of all children. i. Induction: TAPP, mentoring, coaching ii. Specific Content: Math/Science Partnership for middle grades math and science, Book Studies in job-alike embedded learning, Least Restrictive Environment (inclusion), Common Core Georgia Performance Standards iii. Specific Teacher Needs: Classroom management, communication, leadership, coaching iv. Technology: Mimeo Board, Classworks, Odysseyware v. Response to Intervention: Bus Safety, Discipline, Drugs, Violence, Bullying, 100% of the professional learning opportunities for teachers were of high quality and scientifically based. Among these activities were seminars with one on one feedback (mathematics) with Create A Vision, Writing to Win, Professional Learning Community Study Groups, ~~Macon ETC~~, Oconee RESA, Response to Intervention and State CCGPS training.

During ~~FY14~~ <mark>FY15</mark>, 100% of teachers participated in some type of high quality professional learning activity during the school year as documented by their professional learning log. At a minimum, teachers participated in professional learning communities with their grade level/department to plan/discuss CCGPS, develop learning tasks, develop or analyze assessments, disaggregate/analyze data, develop action plans for improving student performance, monitoring student performance, or developing intervention strategies. These activities are scientifically

based.

There will be an emphasis on Professional Development opportunities on Literacy Across the Curriculum and heightening math delivery skills of all math teachers .

Funding sources for professional learning include: Professional Development. Local, Title IA, Title IIA, Title VI-B, and School Improvement funds. The goal of the District if to utilize as much in-house professional learning as possible. If it can be completed in-house, it is. K12 Instructional Support Specialists will continue to support all teachers with high quality on-site in-house professional development opportunities. See attached Professional Learning Calendar for 2014-2015.

Title I funds are utilized to address professional development for all teachers, and instructional support. Title IIA funds are utilized primarily to obtain highly qualified status for teachers that may have needs in this area and also to address large class sizes to increase student academic performance by reducing class sizes. Professional development funds are utilized for all staff development opportunities including administrators. Title VI-B funds are utilized for technological software programs and paraprofessional support. School Improvement funds are delegated to the high school level at this time and are utilized for professional development opportunities for high school teachers and supplies. Local funds are utilized to fund staff development opportunities for all staff and purchase supplies.

☑ **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 I 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 private schools within the school district are invited to a consultation meeting for Title IIA, Title III, Title IV, Title V, and Perkins. Private Schools are notified by letter with U.S. Postal registration receipt of an invitation to a consultation meeting with school district personnel to discuss the availability of funds to serve eligible private school students each summer. Opportunities for meeting private school professional learning needs are also discussed. The notice includes the specific time, date and location of the consultation meeting, a response form, and Title I contact information. If, upon completion of consultation, private schools are interested in participating in relevant federal programs, a timely planning meeting is scheduled. The planning meeting provides private schools the opportunity to participate in the design, development and implementation of the academic program and the professional learning plan. Eligible private school students receive services on an equitable basis

☐ **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.

Wilkinson County Schools receives the results of student testing in early summer of each year. School Design Teams meet to analyze the school and grade level data and revise their school improvement plans based on that data. System level leaders, including all school principals, central office personnel, special education leaders, and the superintendent, analyze the data and look for trends across the grades and schools. This information is discussed at district level leadership meetings. Based on the most recently available data and in consultation with the system leadership team, the system needs assessment and System Improvement Plan is revised annually. Revisions reflect a review of progress toward past goals and prioritizing or focusing those goals to reflect current needs. Trend data is analyzed at the same time to determine the historical basis for the analysis as well as the year by year analysis. The superintendent leads the planning process to identify specific content areas, subgroups and grade level needs. Opportunities for growth are reflected in the goals established in the System Improvement Plan. The Plan is reviewed periodically to determine if progress is being made toward the goal or if a renewed focus is necessary. Principals share the improvement goals with their school and the superintendent shares the information with the Board of Education. School level data that is shared with the district leadership team includes student grades, standardized test results (EOCT, CRCT, GKIDS), the review of students on track for graduation, any staff, student, or community surveys, Highly Qualified Data, Safe and Drug Free Schools data, and any SACS review information.As always, parents and other stakeholders are invited and encouraged to participate in the development of the LEA Comprehensive Plan.Informational meetings are held and the LEA Comprehensive Plan is posted to the website and available at each school so that parents can review and make comments/suggestions to the development and revision of this plan.

☐ **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.

Wilkinson County Schools Family Advocate serves as the liaison for migrant families. The Family Advocate works in conjunction with county officials to identify migrant students. If migrant students were to be identified, the GaDOE MEP Region 1 Office will determine MEP eligibility and notify the district for service coordination. Migrant

students are evaluated academically like other students in the school system to determine academic needs. All migrant students are eligible for Title I services and would receive appropriate Title I services. In addition a referral is made to student services to indicate additional services that may be needed from that department. Additionally, specific activities to address the needs of migratory families would be provided. Such activities shall include informing children and families of helping them gain access to, other nutrition, health, education, and social services. Migrant parents would be included in the Title I parent advisory group. Parent outreach is provided in a language that is understood by the family if at all possible. Volunteer consultants are used for translation when needed. Parents are presented information on ESOL, special education, gifted, and other educational programs. They also are provided information on health, nutrition, and social services using materials from the GaDOE MEP Region 1 office. Presenters from local agencies such as the Health Department, DFACS, and the County Extension office may be involved. Once migratory students are identified, the "priority of services" form from the GaDOE MEP Region 1 Office for migrant children will be used to determine services. Services for students are given to those who are failing, or most at risk of failing, state academic standards; and those whose education has been interrupted during the regular school year. In addition to the priority of services, migrant students are included on the eligibility list for after school programs. In addition to local resources, the district will coordinate with the MEP Consortium Staff at Abraham Baldwin Agricultural College {ABAC} to provide services to eligible migrant participants.

☐ **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.

School registrars provide timely transfers of school records for all students, including migrant students when students move from one school to another, in state and out of state. Registrars contact the ESOL coordinator when assistance is needed to get beyond language barriers in order to serve students. As soon as the parent/guardian provides the school with a signed release or a request from the receiving, student records are faxed to the receiving school. A hard copy is then sent through US mail in a timely manner, but in no more than ten calendar days. The system also contacts Spanish speaking volunteers for assistance in translating and evaluating transcripts for Hispanics or other international students as needed.

☐ **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.

Migrant students are identified during the regular registration process. The Occupation Survey, provided by the GaDOE MEP Region 1 Office is included in the registration packet for all students. Occupational Surveys that are marked "yes" are sent to the GaDOE MEP Region 1 Office. Surveys that are marked "no" are on file at the school. Possible eligibility as a migrant family is referred to the contact person for the GaDOE MEP Region 1 Office. The contact person collaborates with Title I and other community agencies such as DFACS and the health department to provide other services that may contribute to a student's academic success.

☐ **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.

Establishment of best practices occurs in a variety of ways in Wilkinson County Schools. Each school facilitates professional learning communities that implement best practices that are learned. Often, best practices are re-delivered in grade level or content professional learning groups so the information is applicable to the teacher's job assignment. Teachers work together to develop GPS units and common assessments and in the analysis of data as a best practice. During the school improvement process, school improvement goals and student data are reviewed to make decisions on program implementation and special projects. The school system leverages different sources of funding to combine resources to deliver special projects, programs, or instructional resources. School system personnel actively write grants to further meet the needs of the students and community. Programs/projects are reviewed periodically for effectiveness and continuation. Piloting strategies and phasing implementation of new/innovative programs helps work out problems or barriers before full scale implementation.Lesson plans are created using a system-wide termplate so that all teachers can share these lessons that are focused on the CCGPS curriculum. System staff, Oconee RESA consultants, and outside experts are used to improve teacher content knowledge and classroom instruction. Lesson plans will be integrated online to provide parents, staff, and administrators incite into the timeline, depth and compositon of the curriculum and instruction that is taking place within the classroom environment.. Book studies are conducted on relevant educational literature in job alike or common content groups. Teachers are encouraged to share their ideas for pilot projects with administrators. Administrators actively seek grant funding sources to expand services to students and the community. Strategies such as standards-based, research-based instruction, tools to effectively collect, manage, and analyze data, designing, equipping, and implementing 21st Century learning environments, assessing and improving

technology literacy for students and teachers, and improving parental involvement and school-home communication are examples of innovative strategies that school personnel are always looking for

☐ **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 instructional technology available in Wilkinson County Schools is evaluated annually on the Georgia Department of Education technology inventory that is reported electronically each year. Results of the inventory are compared to the System Technology Plan to make data based decisions about gaps in technology availability. This analysis of hardware, software, and accessibility is used to make purchasing decisions that provide and improve equity and access for students and teachers. Technology is utilized as a tool to enhance instructional delivery. Schools have computer labs, mobile laptop labs, in-classroom labs, active boards and projectors in many classrooms. Equipment is distributed equitably among schools and students as funding permits. Older equipment is replaced as the budget allows for purchases. All classrooms are connected to the Local Area Network and the Wide Area Network. The technology director and special education director work cooperatively to integrate technology into instruction in the classroom.

☐ **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.

Wilkinson County Schools has improved its process for e-rate applications. Stakeholders as well as the technology director and the network administrator are involved in making decisions and plans for submitting e-rate applications. They also refer to the System Technology Plan to implement the goals of that plan. We have recently been funded at the 87% discount level. E-rate is an important part of the budget that helps the local system make improvements to its connectivity and infrastructure much more quickly than otherwise would have been possible. Grants are aggressively pursued in this arena. Our last SPLOST included technology as one of the initiatives to be funded; however, funds have been expended on high priority items up to this point. The latest SPLOST passed has financed the local portion of e-rate, replaced out-dated computers, added computers, completed outfitting all classrooms with Activ Boards, and purchased new/updated software. Wilkinson

County Schools has used the ETTC for technology training and for improving instruction in the classroom using technology and plans to continue this practice.

☐ **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.

The Wilkinson County Schools Technology Plan includes goals in several areas. Instruction goals are to continue software upgrades and licenses, evaluate and purchase software to meet instructional needs, utilizing on-line resources, and utilizing technology for instruction and student work. Administrative technology goals include updating financial/accounting and student information software and hardware by maintaining technical support to include any upgrades to the software. The system also uses data management and analysis tool, Edutrax to help with data analysis and school improvement planning. System readiness goals include maintaining and repairing software and hardware for all system uses and keeping technology/network specialists up to date with the equipment. The initiatives set forth in the technology plan include benchmarks and evaluation plan and are inserted below. GOALS/STRATEGIES BENCHMARKS EVALUATION PLAN I. Access I. Access I. Access a. Provide internet connectivity to every class- a. Survey classrooms for adequate a. # classrooms not connected as indicated room and every computer in that classroom. internet connectivity. by annual inventory report (tech spec) b. Expand Local Area Network as needed to b. Computers added to classrooms b. # computers not connected to LAN shown provide connectivity for new computers and new have connectivity to the LAN. in annual inventory report (tech spec) facilities, including wireless connectivity. c. Maintain local area network for peak c. Monitor network for 100% peak c. Monitor downtime records for 5% reduction performance. performance. annually (network administrator) II. Instruction II. Instruction II. Instruction a. Purchase site license upgrades for software a. Renew technical support contracts to a. Technical support contracts are utilized. receive software upgrades. renewed (see PO's and contracts in files). b. Evaluate and purchase software to meet b. Current software is in use for instruction, b. Instructional software evaluated for instruc- system and school needs for instruction, stu- student information, and financial. tion (to support curr & st. ach - tchrs & curr) dent information, and financial. c. Utilize technology for instruction and student c. Technology is integrated into instruction at c. Review of lesson plans and student work work. least every two weeks; student work is sup- samples monthly (prin) ported by technology at least every two weeks. d. Utilize on-line resources. d. Utilize on-line resources every 2 weeks. d. Review plans & student work monthly (prin) GOALS/STRATEGIES BENCHMARKS EVALUATION PLAN III. Professional Learning (Readiness) III.

Professional Learning (Readiness) III. Professional Learning (Readiness) a. Provide training and update training on soft- a. Maintain registration records and participa- a. Review of professional learning records ware and hardware. tion logs to document training. annually (prof lrng) b. Require all staff to participate in a minimum b. Maintain registration records and participa- b. Review of professional learning records of five contact hours of technology training each tion logs to document training. annually (prof lrng) year. IV. Hardware (Access) IV. Hardware (Access) IV. Hardware (Access) a. Add computers to classrooms until each a. Inventory indicates 5 modern comuters for a. Review inventory records (tech spec) regular classroom has five student workstations students and 1 for the teacher per classroom. and one teacher workstation and printers con- nected to the local area network. Other class- rooms will be equipped with appropriate hard- ware according to size. b. Replace out of date and/or out of service b. No out of date or out of service hardware. b. Review hardware inventory (tech spec) hardware/equipment. c. Add relevant peripherals (scanners, digital c. Peripherals are available as needed for c. Review hardware inventory (tech spec) cameras, laptops, handheld scanners, televi- instruction and administration. sions with scan converters, video cameras, graphing calculators, smart board, large screen television with scan converter, projectors or devices yet to be developed) to meet school and administrative needs. d. Update Media Center hardware and soft- d. Modern equipment is available. d. Review hardware inventory (tech spec) ware. GOALS/STRATEGIES BENCHMARKS EVALUATION PLAN V. System Readiness V. System Readiness V. System Readiness a. Maintain, repair, and troubleshoot soft- a. Review hardware inventory and requests a. Maintenance and repair requests/records. ware and equipment. for maintenance, repair, and troubleshooting. (tech spec) b. Establish a parts inventory for making b. Determine parts needed, purchase, store, b. Parts inventory (tech spec) repairs. and inventory. c. Retrofit electrical service as needed. c. Review problems associated with electrical c. Adequate electrical service (maintenance) services to classrooms. VI. Parent/Community VI. Parent/Community VI. Parent/Community a. Develop and maintain system and school a. Acquire web server, domain name, and a. Number of hits on web page (network adm) webpages on a locally supported web server. design web pages. b. Provide secure access to student grades b. Select and purchase software that will pro- b. Secure access to grades (tech & nw) by students and parents. vide secure access to grades and input data. c. Update and maintain systemwide email. c. Select and purchase an email server and c. Systemwide web based email (nw adm) software; enter data. d. Update the existing telephone system. d. Evaluate telephone systems; determine d. Up to date telephone system (tech dir & nw) improvements needed. GOALS/STRATEGIES BENCHMARKS EVALUATION PLAN VII. Assistive Technology (Access) VII. Assistive Technology VII. Assistive Technology a. Provide equity of access to technology for a. Evaluate IEP's to determine what types of a. Inventory records (tech spec) students with disabilities in both regular educa- assistive technology need to be provided for tion and special education classrooms. equitable access. b. Provide the needed devices and services

b. Evaluate IEP's to determine what types of b. IEP's (sped) which increases, maintains, or improves the devices and services are needed to improve functional capabilities of students with disa- functionality of students. bilities. VIII. Administrative Technology VIII. Administrative Technology VIII. Admnistrative Technology a. Update financial/accounting system hard- a. Select, purchase, and install updated soft- a. Inventory and software (finance & tech dir) ware and software. ware and hardware for financial/accounting. b. Update Student Information System hard- b. Evaluate, select, purchase, and install up- b. SIS software updates and inventory (st rec ware and software. dated software and hardware for student infor- & nw adm) mation systems. c. Utilize data analysis tools. c. Select, purchase, and install data tools. c. Data analysis tools (adm, tchr, tech spec) ACTION PLAN/PROFESSIONAL LEARNING TIMELINE - RESPONSIBILITY GOAL 1. Training for upgrading/maintaining network for network 1. On-going - Technical College, vendors, RESA I. Access administrator 2. Training for new software/software upgrades. 2. On-going - Vendors, train the trainer, RESA, ETTC II. Instruction, III. Prof. Lrng. 3. Training for new technology. 3. On-going - Vendors, other schools, ETTC, RESA II. Instruction, III. Prof. study groups Lrng. 4. Technology used in student work. 4. On-going - Teachers, students, conferences, II. Instruction, III. Prof. ETTC, RESA, study groups Lrng. 5. On-Line Resources 5. As needed - Teachers, vendors, ETTC, II. Instruction, III. Prof. conferences, RESA Lrng 6. Teacher selected training 6. 5 hrs. per year - GAETC, ETTC, RESA, other II. Instruction, III. Prof. schools, on-line Lrng. 7. Required training 7. 2005-2007 emath - ETTC & re-delivery II. Instruction, III. Prof Lrng 8. Study Groups (Professional Learning Communities) 8. On-going - collaborative groups II. Instruction, III. Prof Lrng 9. Training for new equipment 9. As needed - network administrator, collabortive I. Instruction, III. Prof groups, vendors, ETTC, RESA Lrng, IV. Hardware ACTION PLAN/PROFESSIONAL LEARNING TIMELINE - RESPONSIBILITY GOAL 10. Web page Development/maintenance 10. As needed - network administrator VI. Parent/Community 11. Email Training 11. As needed - network administrator VI. Parent/Community III. Prof Lrng 12. Provide secure access to student grades 12. When funds available - network administrator VI. Parent/Community 12. Telephone System 12. When needed - vendor, train the trainer VI. Parent/ Community 13. Maintain, replace, repair, and troubleshoot hardware 13. As needed - network administrator V. System Readiness and software 14. Establish Parts Inventory. 14. On-going - network administrator V. System Readiness 15. Retrofit Electrical 15. As needed - maintenance V. System Readiness ACTION PLAN/BUDGET BUDGET - PROJECTED FUNDING 1. Training for upgrading/maintaining network for network 1. $5,000 local, state, Title IID administrator 2. Training for new software/software upgrades. 2. $15,000 local, state, Title IID, Title I 3. Training for new technology. 3. $3,000 local, state, Title IID, Title I 4. Technology used in student work. 4. $1,000 Title IID, e-math 5. On-Line Resources 5. $300 Prof Lrng, Title IID 6. Teacher selected training 6. $300 Prof Lrng, Title IID 7. Required training 7. $1,200 Prof Lrng, Title IID, local 8. Study Groups (Professional Learning Communities) 8. $0 9. Training for new equipment 9. $1,000

(include w/purchase) Title IID, Prof Lrng ACTION PLAN/BUDGET BUDGET/ PROJECTED FUNDING 10. Web page Development/maintenance 10. $5,000 Local, SPLOST, e-rate 11. Email Training 11. $0 12. Provide secure access to student grades 12. $5,000 e-rate, local, SPLOST 13. Telephone System 13. $30,000 e-rate, local, SPLOST 14. Maintain, replace, repair, and troubleshoot hardware 14. $30,000 local, instruction, e-rate, and software SPLOST 15. Establish Parts Inventory. 15. $1,200 local, Title IID 16. Retrofit Electrical 16. $1,000 maintenance

☑ **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).

.Wilkinson County Schools has leveraged the funds received through Title II and V by combining them with other funding sources (Title I, Title IID competitive, Local) to meet the benchmarks and goals in the system technology plan. It is the goal of the system to integrate technology into instruction in order to improve student interest, motivation, and achievement. We are beginning to use the Active Votes with the Mimeo in all Schools. Students at the Middle School are required to complete at least one power point project each nine weeks. Technology plays a tremendous role in the curriculum of all students in the Wilkinson County School System. In the upcoming year, lesson plans will b available online, as well as, students' grade reports. Lesson plans will be integrated online as the CCGPS are incorporates into the curriculum in completion. Computer labs have been updated so that students can have access to updated computers in this setting. Mobile laptop carts are being purchased to accentuate instructional techniques for teachers. These innovations are funded in part by Title funds. All schools conduct Learning Style Inventories to identify students' specific learning needs. The High School utilizes Odyssey Ware software for students that need to recoup academic credit. All schools,with the exception of the high school, have an Extended Learning Time (ELT) period that last for 30 minutes. During this time, schools work on areas of weaknesses identified by administrators, teachers, and staff after data disaggregation. The High School has Increased Learning Time (ILT). This is a requirement of the SIG (School Improvement Grant 1003(g)). The High School disaggregated data and each student is assigned an ILT by their academic need.

☑ **Is Plan Descriptor Revised?**