LEA Consolidated Application

District Code: 725   **District Name:**   Seminole County

Fiscal Year: 2015

Plan Descriptors

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

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

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

To determine if students are meeting state standards, to measure the instructional effectiveness of the teachers and school, and to identify specific student academic achievement needs, schools in Seminole County School District participate annually in state testing programs. For needs assessment purposes for SY2015, data from the spring 2014 state test cycle is being used to ascertain student academic needs and includes the following assessment tools:

Georgia Kindergarten Inventory of Developing Skills (GKIDS)

Georgia Criterion Referenced Competency Tests (CRCT)

Georgia Writing Tests and Practice Tests

Georgia High School Graduation Tests (GHSGT)

Middle Grades Writing Assessment (MGWA)

Georgia End of Course Tests (EOCT)

Georgia Alternate Assessment (GAA)

CRCT, Georgia writing tests, EOCT test results for Georgia testing program spring of 2014 will be used to determine eligibility for remedial programs for SY2015. Program evaluation at the end of SY2015 will be based on guidelines from GaDOE for the implementation of the Georgia Milestone assessment program.

Each school's test coordinator will prepare charts of disaggregated test results of all students and subgroups such as Students With Disabilities (SWD), race, etc., and present the results in public meetings such as PTO and Seminole County Family Connections. Presentations will also made to the school board, and to school staff. The certified staff at each school will analyze the data for assessment, evaluation, and instructional planning for both individual and group needs. A primary goal of the district's improvement plan is effective use of test results in instruction. The professional learning coordinator will regularly schedule workshops and meetings with Southwest Georgia RESA and GaDOE consultants to help staff members examine and use test results in student instruction.

<u>Students With Disabilities (SWD) and Title II-A Information</u>

Students With Disabilities will be identified through school-based responses to interventions followed by a comprehensive psychological assessment, with an Eligibility Team providing a final determination of disability. The school district will re-evaluate SWD students eligibility at least every three years.

<u>Annual Performance Report (APR) Indicator #11</u>

     LEA will increase the percentage of students who are evaluated and determined eligible for special education within 60 days.

     District will maintain target level of 100% of students evaluated and determined eligible for special education within 60 days. District will maintain tracking logs for student referral and re-evaluation process monitoring, to document and facilitate timely response to student needs.

<u>State Performance Plan (SPP)/ APR Indicator #5</u>

     LEA will increase the percentage of SWD who receive their instruction in the general education setting with appropriate supports and accommodations.

<u>LEA Narrative Description:</u>

     <u>#5a State Target 2013 - 67% for <21% removal Latest district data: 63.4%</u>

     <u>#5b State Target 2013 - 13% for >60% removal Latest district data: 3.0%</u>

     <u>#5c State Target 2013 - 0.8% for private, home, etc. Latest district data: 11.2</u>

District will attain state target rates for Least Restrictive Environment (LRE) instruction with SWDs. A focus on early intervention and prevention services in the Pre-K and K programs allows speech therapy, academic support, and occupational therapy to at risk and identified SWDs in an inclusive setting. Certified and non-certified personnel are trained to support all struggling students with strategies and accommodations.

Academic needs of identified ESOL students, homeless, and migrant students are determined through the normal assessment process for all students to determine academic deficiencies in meeting state standards since the schools are implementing Title I Schoolwide Plans.

Students' eligibility for the gifted program is determined using four tests: Torrance Test of Creative Creativity, Cognitive Abilities Test, Gifted Evaluation Scales, and Basic Achievement Skills Inventory. To be served by the gifted program a student must be eligible in 3 out of 4 areas — creativity, motivation, achievement, or a score of at least 96 percentile in intelligence (grades 3 — 12). Screenings will be conducted using Naglieri Nonverbal Intelligence Test for students with high performance scores from the most recent state assessments.

In addition, as a part of the SACS accreditation process, SCES and SCMHS administered NSSE's Indicators of School Quality survey to all certified staff members including SWD teachers to determine strengths and weaknesses of the schools' programs to address areas that should be strengthened to improve the educational climate for students and thereby enhance their academic success. SCES determined a need to focus on the following three areas:

     1) <u>Assessment</u>—collecting a more comprehensive and representative sample of student achievement,

     2) <u>Leadership for School Improvement</u>—providing strategies for the skillful stewardship of resources by mentoring to foster teacher retention, by providing more paraprofessionals to support student learning.

3) <u>Community Building</u>—extending the school community through collaborative networks by training parent volunteers, by providing more opportunities for parents to be involved in and contribute to the parent volunteers, by providing more opportunities for parents to be involved in and contribute to the work of the school in the domain of student learning, and by striving to increase parent attendance at PTO meetings through student programs and guest speakers to focus on ways parents can help their children.

In the district's improvement plan targeted student needs include:

SCES:

Improving student performance and test scores for all groups on state assessments

Reducing the achievement gap evidenced by black students scores, particularly black males

Reducing the achievement gap evidenced by SWD students

The following highlights some of the progress made and additional information regarding some of these targeted needs:

<u>Goals adopted by SCES for grades K-5</u>:

The following measurable goals were set for school year (SY) 2015 They are being revised by SCES Leadership Team using Spring 2014 data as the team prepares to update its SACS/Schoolwide Plan. The school has continued to meet AYP standards and to be designated as a Title I School of Excellence

<u>Goal 1</u>

By SY2017, at least 98% of SCES students will meet or exceed state standards in reading as measured by the Georgia state assessments for reading.

Benchmarks:

To increase student achievement scores in reading for all students and for all subgroups in 3rd – 5th grades each year through SY2017 using guidelines from GaDOE for new state assessment program.

To increase student achievement scores in reading for students served in special education in grades 3 - 5 each year through school year SY2017 using guidelines from GaDOE for new state assessment program.

<u>Goal 2</u>

By SY2017, at least 91% of all SCES students will meet or exceed state standards in math as measured by the Georgia state assessments for math.

Benchmarks:

To increase student achievement scores in math for all students and for all subgroups in 3rd – 5th grades each year through SY2017 using guidelines from GaDOE for new state assessment program.

To increase student achievement scores in math for all students and for all subgroups in 4th grade each year through SY2017 using guidelines from GaDOE for new state assessment program.

To increase student achievement scores in math for students served in the special education program in 3rd – 5th grades each year through SY2017 using guidelines from GaDOE for new state assessment program.

To increase student achievement scores in math for black students in 3rd – 5th grades each year through SY2017 using guidelines from GaDOE for new state assessment program.

Seminole County Middle/High School (SCMHS):

<u>Measurable Goal 1</u>:

Seminole County Middle School will increase achievement scores by 2% in Reading, Math, Social Studies, Science, and English for all students and for all subgroups in grades 6-8 each year through SY 2017 using target score guidelines from Georgia Milestones and GaDOE CCRPI Targets

Seminole County High School will increase achievement scores by 2% in all core academic subjects and CTAE courses which have Georgia Milestone or SLO achievement tests for all students and for all subgroups in grades 9-12 each year through SY 2017 using target score guidelines from Georgia Milestone for end of course measures and GaDOE CCRPI Targets.

<u>Meaçsurable Goal 2</u>:

Graduation rates for All Students for 2015 will increase from 71.7% to 78.3%

<u>Measurable Goal 3</u>:

Attendance rate in grades 6 through 8 for the school year 2015 will increase from 96.5% to 99.6%

Attendance rate in grades 9 through 12 for the school year 2015 will increase from 96.3% to 99.5%

<u>Measurable Goal 4</u>:

PTO membership will increase from 14% (2014) to 16% (2015).

<u>Process Goals:</u>

1. The Leadership at Seminole County Middle/High School will establish, implement, and monitor a systematic process to allow for teachers to meet in collaborative groups in order to address gaps and needs identified in the school improvement plan.

2. The school leadership team will effectively demonstrate the principles and practices of distributed leadership as part of the process of shared governance.

<u>District progress in state assessments is indicated by the following charts:</u>

SCES and SCMHS:

<u>CRCT results for all students (Both schools, selected grades)</u>

(-- indicates no test given)

Reading CRCT: Percent meeting or exceeding standard

Grade		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Grade	4th	65	85	74	86	78	75	86	89	89	88	79	96.7	94
	6th	78	82	77	83	91	88	91	85	91	93	93	96	94
	8th	75	73	84	85	87	88	85	96	97	93	95.3	98	93.5

Language Arts CRCT: Percent meeting or exceeding standard

Grade		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Grade	4th	67	80	76	81	61	72	84	88	87	88	78	90.8	92
	6th	60	62	67	79	89	86	89	86	91	96	90.7	92.8	86.5
	8th	64	66	78	75	78	86	80	92	93	92	96.1	95.5	92.4

Math CRCT: Percent meeting or exceeding standard

Grade		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Grade	4th	55	78	63	66	72	78	66	78	77	81	65	80	81
	6th	60	64	60	64	59	53	86	56	64	77	65.9	9.9	81
	8th	64	75	81	70	77	84	82	90	83	84	89.1	90	91.9

Social Studies CRCT: Percent meeting or exceeding standard

Grade		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Grade	4th	**	**	87	91	91	88	93	67	74	78	62	88	84
	6th	67	**	70	78	88	83	**	**	37	43	56.4	71	67.5
	8th	85	**	82	86	83	88	63	60	70	72	66.4	69.9	71

Science CRCT Percent meeting or exceeding standard

Grade		2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	**2014**
Grade	4th	73	**	83	90	92	68	67	81	80	79	70	87	87
	6th	70	**	67	78	61	49	66	66	60	67	62	62	69
	8th	68	**	73	70	72	67	48	38	62	60	69	75	68.8

SCMHS: End of Course Tests
2005-2014 results (Aggregate student results)

P= Met or exceeded standard   DNM= Did not meet standard   M= Met standard   E= Exceeded standard

Math 9th Grade

	YEAR	% P	% DNM	% M	% E
	2005	72	28	47	26
	2006	65	35	42	23
Algebra I	2007	64	36	33	31
	2008	47	53	27	20
	2009	36	64	27	9
	2010	37	63	25	12
Math 1	2010	64	36	52	12
	2011	73	27	59	15
	2012	63	37	51	12
Coordinate Algebra	2013	31	69	29	2
	2014	39	61	33	6

Math 10th Grade

	YEAR	% P	% DNM	% M	% E
Geometry	2008	52	48	36	16
	2009	30	71	27	3
	2010	41	59	31	10
Math II	2010	55	45	45	10
	2011	82	18	78	4
	2012	84	16	71	13
Analytic Geometry	2013	66	33	56	10
	2014	27	73	22	5

9th Lit/Composition

YEAR	% P	% DNM	% M	% E
2005	83	17	59	24
2006	61	39	45	16
2007	66	34	56	10
2008	63	37	49	14
2009	74	26	49	25
2010	79	21	49	30
2011	85	15	51	34

2012	83	17	47	37
2013	76	24	51	25
2014	94	6	47	46

American Lit/Composition

YEAR	% P	% DNM	% M	% E
2005	91	9	35	56
2006	82	19	56	26
2007	86	14	65	21
2008	82	17	55	27
2009	78	22	61	17
2010	85	14	55	30
2011	90	10	61	30
2012	88	13	67	21
2013	96	3	68	28
2014	95	5	61	34

Physical Science

YEAR	% P	% DNM	% M	% E
2005	61	39	37	24
2006	65	35	43	22
2007	68	32	51	17
2008	54	47	31	23
2009	74	25	48	26
2010	72	28	40	32
2011	80	20	45	35
2012	73	27	38	35
2013	77	23	46	30
2014	80	20	38	42

U.S. History

YEAR	% P	% DNM	% M	% E
2005	61	39	37	24
2006	65	35	43	22
2007	77	24	35	42
2008	48	52	30	18
2009	56	44	36	20
2010	60	40	32	28
2011	86	14	34	52
2012	75	25	43	32
2013	80	20	42	37
2014	77	23	29	48

High School Writing Test: Percentage of students meeting or exceeding standard

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
GHSWA	79	84	85	77	92	84	81	92	90	72	80	92

GHSGT: Percentage of 1st time test-takers passing   ***** No 1st time takers SY2014**

Area	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
English/LA	98	100	98	95	98	87	85	94	93	52.9	60	***
Math	93	100	92	95	99	92	89	91	97	64.3	50	***
Science	70	57	65	92	66	81	82	95	99	58.3	71	***
Soc. Studies	82	86	83	78	91	82	80	70	96	83.1	90	***

Percentage of Students Graduating On-time *** CCRPI Data Not Available for 2014

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
District	65.6	70.2	74.8	70.9	75.4	78.5	72.4	83.3	67.4	72.48	71.7	***
State	63.3	65.4	69.4	70.8	72.3	75.4	78.9	80	92	69.7	NA	***

Testing

As test data from current state assessments becomes available, the district test coordinator will be responsible for disaggregating the data by grades, by subgroups, by schools, and by curriculum areas. School and district test coordinators will be responsible for preparing charts in a computer presentation program to be shared with administrators, teaching staff, school board, and community. Needs of subgroups, grade levels, and schools will then be addressed by the school leadership teams.

School Safety

Student academic assessment data, school attendance, disciplinary information on student and staff infractions, and safety issues will be analyzed each year to determine how to address student needs with regard to safety, drug awareness, violence awareness, bullying awareness, peer mediation, and conflict resolution. In addition, schools in the Seminole County School District complete the GSHS II (Georgia School Health Survey II needs assessment) annually to determine the needs of students related to safety, drug abuse and violence, all of which are barriers to learning impacting student achievement.

Scientifically-based research programs

Scientifically-based research programs utilized in our district include Mindset Program for non-violent Crisis Intervention and Positive Behavior Support. Several teachers at SCMHS, the Assistant Principal at SCES, and all Special Ed teachers and Special Ed paraprofessionals at both schools have been trained in the process.

The following information relates to the Title II-A Equity Plan (EP) requirements:

Needs Assessment Process

Throughout the year, school administration collaborates with parents and staff to discuss school progress, goals and initiatives. Administrators from both schools meet with parent councils, school leadership teams, parent-teacher organizations, and work closely with RESA-assigned support specialists to identify needs and focus areas for each school. The district Leadership Team meets monthly for update and review.

The needs of all staff are identified and assessed through the formal district needs assessment administered in the spring of each year. Data is analyzed to help identify the district level and school level priorities. District leadership has a renewed focus on utilizing quality educational practices, linked to research.

An Annual Stakeholders' Meeting is held to present data, share goals, and seek input from all district programs. At the Stakeholders' meeting, central office administrators, teachers, school level administrators, students, paraprofessionals, parents, business partners, and community support personnel are invited to participant in the planning process. Active parents, leaders from organizations working closely with the schools, and community/business leaders who have a vested interest in the success of the district are invited to participate in this forum.

This meeting is a planning session: topics of discussion include strategies that can improve instruction, ideas to improve school climate and attendance, means to increase parental and community support, methods of meeting the requirements for CCRPI. Program data are presented to the committee and, after discussion, prioritization of needs and action planning that addresses equity components are developed.

This leads to a district wide meeting of central office personnel, building supervisors, and instructional leaders. At this time student, staff and district needs are prioritized for the upcoming year. Professional development activities are addressed to assure their match to identified need areas. Plans are coordinated to meet the prioritized needs through various programs, including Title I, Title II A, IDEA, and Professional Development.

Planning process

The following chart outlines the process followed annually for conducting the annual district needs assessment for professional learning with the timeline and persons responsible for the process.

Task:

Annual Needs Assessment

Process/Activities

1. Each school will conduct an annual needs assessment in the spring to determine professional learning needs and priorities including HiQ needs and training for meeting diverse needs of students. The assessment will also address issues related to recruitment and retention of HiQ teachers and paraprofessionals. Each professional learning opportunity provided will be reviewed for effectiveness and relevance and any adjustments to plans made at school Leadership Team and district regularly scheduled planning meetings.
2. District will conduct an annual planning meeting to consolidate lists of schools' needs, to coordinate planning to meet common prioritized needs and determine funding sources, and to share program goals and accomplishments with stakeholders.
3. School planning teams will review process and implementation of strategies to assign students equitably to HiQ and experienced teachers, to train teachers to meet diverse needs of students, and to achieve balanced classes related to achievement levels, race, and gender. Each school's process will be followed at registration for classes and when new students are enrolled. Each school is developing data teams to monitor student achievement for input and program adjustments at regular progress meetings.
4. Ongoing reviews of relevance and effectiveness of professional learning activities completed will be a part of the School Planning Teams' regular meetings and of the district level administrative staffs' monthly meetings with school administrators. Any unforeseen relevant professional learning opportunities may also be considered.

Timeline:

1. May annually; Ongoing staff planning meetings
2. May annually; Ongoing staff planning meetings
3. Monthly meetings Ongoing registration processes
4. Monthly or each nine-week grading period

Persons Responsible

1. Federal program Managers, Principals, School Leadership Teams
2. Central office program coordinators
3. Principals;, School Leadership Teams
4. Superintendent, Assistant Superintendent, Principals

Equiy Plan information:

EP II.2 Data sources used

Data sources include stakeholder feedback, student assessment results, teacher observation data, staff perceptions and requests, suggestions from DOE support personnel and RESA Focus School facilitators.

The following information relates to Title II-A findings for SY2014

District professional staff and paraprofessionals are all Hi Q

EP II.3 Findings for: a) recruitment, b) retention, c) professional learning, d) class size, e) Non-HiQ instructional staff, f) equity of teacher quality

EP II.3.a. Recruitment

Website and multi-state contacts keep experienced teachers consistently available to our district which is conveniently located on two state borders. Information concerning present staff's certification needs, highly qualified status of staff, and retention rates and recruitment needs for the coming year are compiled.

Administrators are involved in the recruitment process to ensure that all students receive the best education possible by hiring the most qualified and experienced teachers available.

EP II.3.b. Retention

District retains most of its teachers each year – with school attrition rates of only 5 and 6%. There are historically no retention issues.

EP II.3.c. Professional learning and training for teachers, paraprofessionals, and school leaders, including meeting diverse student needs

Title II-A funding is used to provide two Differentiation Coaches for the county, to assist with observing, modeling and training teachers and paraprofessionals in instructional techniques that best meet the needs of the diverse learner.

EP II.3.d. Class size reduction

Title II-A funds will not be used to implement class size reduction. However, Title I-A funds will be used in a supplementary manner to further reduce the teacher/pupil ratio in grades 1-5 at SCES by providing an additional HiQ teacher at each grade level to teach all subjects. Title-I-A will provide two HiQ teachers for SCMHS, one to teach math in grades 6-8 and one to teach English/ language arts in grades 6-8. The rationale is to maximize student time-on-task for all students by having a smaller student-teacher ratio and to provide for more small group and/or individualized instruction.

EP II.3.e. HiQ status of paraprofessionals

Also, 100% HiQ for paraprofessionals last year.

EP II.3.f. Teacher experience
    Most of district's teachers are mid-level experience (between 3 and 20 yrs)
    This year, no teachers in the district were low-level experience.

- 100% of teachers and paraprofessionals are HiQ for assignment
- Over 60% of districts' teachers are mid or high level experience (between 3 and 20 years
- Less than 10% low-level experience for district

School	% of Teachers with High Level of Experience	% of Teachers with Mid-Level of Experience	% of Teachers with Low Level of Experience
SCES	33.33%	66.67%	0%
SCMHS	66.67%	33.33%	0%

    The LEA includes class size in its annual needs assessment and has a written plan to ensure continued equity in class sizes for all students. As a result, class sizes are comparable in all classrooms, regardless of demographics of the students served.
    Planning for all professional learning is coordinated by the district's professional learning coordinator. The annual process consists of the following procedure: Each school's leadership team conducts a survey of parents and of staff in the spring to determine professional learning and HiQ needs to meet school and district needs. The survey addresses professional learning needs related to CCGPS training, differentiated instruction, pedagogical/ content classroom strategies, implementation of standards-based Instruction, the inclusion model for SWD, and school improvement planning. Schools prioritize identified needs and prepare a list of recommended activities to address those needs. A district-wide committee consisting of the staff development coordinator (State funds), the Title I-A coordinator, and the Title II-A coordinator meets with principals, representatives of teachers at each school, parents, and community representatives. The committee consolidates the school needs, priorities, and recommended activities into a district level plan for coordination and determination of funding. District staff strive to assure that the teaching and learning are aligned to identified needs as indicated by data. An emphasis is placed on on-site, job-embedded professional learning scheduled in teachers' meetings, on released days, through study groups, through classroom demonstrations by differentiated instruction coaches and academic coaches, and through observations with feed back from peers and administrators. School Leadership Teams conduct classroom Awareness Walks each 4 – 6 weeks that provide data to inform adjustments to implementation plans and to guide the work of academic and differentiation coaches as they provide timely demonstration lessons and feedback to teachers.

The list of prioritized needs determined for Title II-A purposes in SY2012-13 included the following:

EP XII.1.A Prioritized needs in fiscal year 2013 (July 1, 2012 through September 30, 2013)?
   1. Professional Learning for Teachers
   2. Assessing Teacher Effectiveness
   3. Professional Learning for Leaders
   4. Stakeholder Involvement
   5. Highly Qualified Status

SCES
   1. CCGPS unit development for math
   2. Instructional Strategies to Improve Student Achievement - Response To Intervention
   3. Differentiating Instruction
SCMHS
   1. CCGPS unit development for Language Arts
   2. CCGPS unit development for math
   3. Instructional Strategies to Improve Student Achievement - Response To Intervention

    The needs assessment did not include equity of teacher effectiveness.
    At SCMHS classroom observations are conducted by central office and school level administrators. The results are further analyzed to develop plans for supporting and improving teacher effectiveness.

    Title II-A requirements for district equity plan include the identification of at least one equity indicator that will be a focus for movement to "target" and a statement identifying the Actions/Strategies/Interventions or Programs for the selected equity indicator as a focus for the next school year.

EP XI.1.A
    Professional learning for FY15 will continue to focus on meeting this equity need and involve training teachers on effective differentiated instruction in standards-based classrooms. Differentiation coaches will submit implementation plans, to include strategies, timelines, and evaluation proposals to the Leadership Team for approval.

EP XI.1.B
    In conjunction with the differentiation initiative, the district has piloted Teacher and Leader Keys and will implement for the 2014-2015 school year. This initiative parallels the implementation of a focus on differentiation, with Universal Design for Learning training provided to all teachers and Focus School support providers continuing to monitor and assess implementation.

EPn II.4 List Prioritized Needs
    Top Three Areas of Need Identified in 2013-2014 Needs Assessment for SY2014-15 were:

    1 - Instructional Strategies to Improve Student Achievement
    2 - Differentiating Instruction *
    3 - Behavior Management *
    4 - CCGPS Unit Development *

    * Ranked identically after #1 as priorities for staff

    The following template is used for the annual professional learning and Title II-A needs assessment. However, other focused needs for professional learning are considered by the schools' planning teams based on on-going observations and opportunities.

Seminole County School District
Professional Learning & Title II Needs Assessment
For SY____

Name _____   Position _____
Please circle your location:

          Seminole Elementary   Seminole Middle/High

Listed below are suggested course offerings proposed from district representatives in meetings or via School Improvement Plans. In an effort to provide courses to meet your varying needs

Listed below are suggested course offerings proposed from district representatives in meetings or via School Improvement Plans. In an effort to provide courses to meet your varying needs, you are asked to select the courses you are interested in taking during the next year.

LEGEND: Please write YES on the blank that is provided, if the class listed is one you intend to take.

Student Achievement in Academics _____
Language Arts _____
CCGPS Unit Development _____
Writing (like Writing to Win)_____
Writing in the Content Area _____
Mathematics _____
CCGPS Unit Development _____
Social Studies _____
CCGPS Unit Development _____
Science _____
CCGPS Unit Development _____
Other _____

Differentiating Instruction _____
Instructional Strategies to Improve Student Achievement _____
Other needs (please describe) _____
Behavior Management/Counseling/Special Ed/ Safety _____
Behavior Management _____
Co-teaching (strategies for managing the 2 adult classroom-Regular & Special Ed
        Teacher/Parapro) _____
Strategies for Collaborative/Consultative Models
    in Special Education _____
Increasing Parent Involvement _____
Other: _____
CTAE/Exploratory _____
Teacher Academy (collaborative between Business & industry and education) _____
Other: _____
Media:_____
Accelerated Reader: _____
Other: _____
Hi-Q Needs (Please note courses or tests you need to make you Highly Qualified) _____
    •   Teacher Retention/Recruitment_____
    •   Leadership (please describe needs) — — — — — — — — — — — — — — — — — —
    •   Additional CCGPS training —-

☑**Is Plan Descriptor Revised?**

2. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part D; Title III; IDEA; EHCY
A description of high-quality student academic assessments that the LEA and schools will use:

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

   d. To effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments;

Assessment Tool	Description	Purpose			
		A	B	C	D
STAR READING	Computer-based assessment to determine students' reading levels and strategies for instruction 1-5		X		X
STAR MATH	Computer-based assessment to determine students' functional level in math and strategies for instruction 1-5		X		
ACCELERATED LEARNING SYSTEM	Multi-level, multi-content computer program that determines functional level in a content area and provides appropriate instruction. It will also permit teachers to designate specific objectives for specific students K-12	X	X	X	
DIBELS (Dynamic Indicators of Basic Early Literacy Skills)	Diagnostic test given three times a year at SCES to monitor phonics and reading fluency in grades K- 5 Diagnostic test given at SCMHS by teachers in grades 6-8 as needed to monitor phonics and reading fluency of at-risk students	X	X	X	X
TEACHER-MADE	Local tests were developed for each 9	X	X	X	X

BENCHMARK ASSESSMENTS	weeks in each content area at the completion of each unit in all frameworks. Assessments will reflect standards/ CCGPS to be taught for the 9 weeks and will be used as a pre and post measure for diagnostic purposes.			
RUBRICS	Locally developed assessment tool for processes and projects. The use of rubrics for self assessment, peer assessment, and teacher assessment are utilized in each instructional area at SCMHS	X	X	X	
STATE ASSESS-MENTS	Provide summative information about students' achievement on state standards	X	X	X	X
GROUP READING ASSESSMENT AND DIAGNOSTIC EVALUATION (GRADE)	Reading assessment tool used with RTI Program to assess students in Tier 2 who are being considered for Tier 3	X	X	X	X
Study Island	Computer-based student benchmark tests used at district's schools for core content areas to help prepare students for Georgia assessment tests Study Island's standards mastery and test preparation programs are explicitly designed to help K-12 students master the content specified in state and Common Core standards and improve performance in core skill areas. Study Island's high impact, high value learning programs provide quality academic support, practice, and real-time assessment data. The immediate feedback and built in remediation… • Standards mastery and test preparation program built specifically from state and Common Core standards • Interactive lessons and activities that reinforce and reward learning achievement • Real-time progress monitoring that identifies student strengths and weaknesses	X	X	X	X
AIMSweb ABBLS	Students in Tier 4 of the RTI program are progress monitored with AIMSweb probes, the FISH program (Functional Instructional Skills Handbook, and/or the Assessment of Basic Language and Learning Skills - Revised (ABLLS-R) The FISH and ABLLS are skills assessment of basic learner skills, academic skills, self-help skills, and motor skills. They allows consistent data collection and charting of student progress and can be used as a pre-assessment and can also be used to make IEP goals for students. As the goals are reached, students are monitored with the Skills Tracking System component. The updated Skills Tracking System can then be used to assist in reporting student progress.	X	X	X	X
Georgia Online Assessment System	Georgia Online Assessment System (OAS) enables students, parents, and teachers to access tests that consist of the same kinds of questions as appear on state assessments	X	X	X	X
Behavior Rating Scales	Behavior rating scales are completed to identify aspects of school adjustment(s) that affect academic progress in classroom settings	X	X		X

Diagnostic tests are used to monitor progress during the year to adjust and pace instruction so that all subgroups of students – including homeless, migrant, English Learners (ELs), and Students With Disabilities (SWD) - achieve at a higher level. As part of the "unpacking" of CCGPS, teachers developed units with aligned pre-post tests and rubrics. All tests are being aligned to state standards and to curriculum content. Teachers may need to revise tests as they accumulate data on students' problems and successes with the assessments. Some of the tests used locally help to identify students who have difficulty with reading.

The long term goal for the use of ACCESS scores is for EL students to achieve English proficiency and exit the ESOL program. To achieve this goal the scores are shared with parents and teachers. The ACCESS scores are used to guide instruction for EL students. Based on these scores, the ESOL teacher along with the regular education teacher are able to differentiate instruction for the strengths and weaknesses of language acquisition indicated. These scores are also used by the ESOL teacher to help decide the levels of English proficiency and provide appropriate language acquisition strategies for that level.

The Home Language Survey is given to every new student entering the district. It is used to identify homes where English is not the language used for communication among family members. It is the first step in a process to identify students who are English Learners. Based on additional testing students may be assigned to the ESOL program.

The district uses the Parent Occupational Survey, provided by GaDOE MEP Region 2, to screen for migrant families and students. At registration families are given the form to complete. Parents who mark "YES" in the relevant section will be referred to our local Student Service Provider who understands the education process, provides assistance to parents to help them enroll their children, and provides assistance in obtaining health, nutritional, and other needs from local agencies.

Schools will use the new Priority for Services forms supplied by GaDOE MEP Region 2 and give "priority for services" to migrant children who are identified as students who meet both of the following criteria: (1) Student is failing, or is most at risk of failing, to meet the state's challenging state academic content standards and challenging state student academic achievement standards, (2) Student whose education has been interrupted during the regular school year.

All schools and the district will share progress with parents, and students as a part of registration, at PTO meetings, and through report cards, newsletters, parent conferences, letters and memos, phone calls, e-mail, and the district's website. Staff will be informed through staff meetings, memos, e-mail, team/grade level/department meetings, and professional learning activities.

☑ **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.

Descriptor 3
When requested to participate in the testing program for National Assessment of Educational Progress, Seminole County Schools will receive, inventory, assign personnel needed to administer the tests, and distribute test materials. The district will provide training for personnel who administer the tests and will assign rooms and times for testing. Provision will be made for any proctors needed. At the conclusion of testing, materials will be collected, inventoried, and returned according to directions.

According to the NAEP website, NAEP does not provide scores for individual students or schools; instead, it offers results regarding subject-matter achievement, instructional experiences, and school environment for populations of students (e.g., fourth-graders) and groups within those populations (e.g., female students, SWD). NAEP results are based on a sample of student populations of interest. Results of the data reported, therefore, cannot be used to identify specific academic weaknesses within the schools but will be reviewed and used to inform planning for school improvement. NAEP test data will be analyzed with the assistance of Georgia State Department of Education consultants.

☐ **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.

Descriptor 4

The district's technology goals are developed as part of the district's technology planning process and are aligned with the school improvement plan. As new strategic plans are developed, these goals will be aligned with and incorporated in the school improvement plan.

School technology committees set the overall goal for our student-to-computer ratio at 2:1. Including systems not considered modern but are still functional, the school goal of 2:1 has been reached at SCMHS and SCES. As more funds become available, more computers are being purchased to add additional systems and to replace obsolete systems. Funding sources used to do this are: Title IID, Title VI, Title I, SPLOST, local funds and various other grants. Our current goal is to have in each core curriculum classroom a modern teacher workstation, interactive white board, student response system, and test generation software plus several labs located at each school, all of which are maintained and upgraded as needed. Included in these counts are special education resource rooms with assistive technology in place as determined necessary. Special Ed programs are focusing on upgrading assistive technology options as new technology becomes more accessible. As Century 21 technology is added to each core curriculum classroom at SCMHS, Elmo projectors that interface with the smart whiteboards were included. Teachers are encouraged to use online resources such as United Streaming Videos to enhance classroom instruction. The Longitude Data System has been implemented to give teachers access to student data.

A keyboarding and technology support class was offered for SWD in SY2011-12 but was discontinued for budgeting and staffing considerations. SCES is preparing to offer keyboarding instruction for students in grades 1-5.

The use of the Georgia State hardware inventory will enable the district to compare equipment in our school district to what other districts are reporting. It also helps us monitor that equal access is being maintained at all our schools and in all classrooms including those special programs such as ESOL, EIP, and special education.

Another goal is for 100% of certified staff to continue to meet the goal of demonstrating technology skills as required by Georgia law. At this time 100 percent of all certified staff members have met the goal of demonstrating technology skills either through completing InTech or by taking the certifying test. As new certified staff members are added, the professional development will work with new teachers to make sure that they have ample opportunity to demonstrate technology skills. All staff will be provided opportunities to improve and expand their technological literacy and expertise through appropriate workshops such as advanced editing skills with word processing programs or advanced techniques for using spreadsheets. The Director of Student Support Services is exploring the possibility of offering specialized "Technology Interest" mini-workshops for staff. Professional development workshops are scheduled each summer for teachers to become more proficient in the use of Promethean Board technology to enhance and facilitate instruction.

Our evaluation plan involves analysis of high school graduates in all core content classes required for meeting adequate progress as defined by the CCRPI performance targets

for a Focus school. Our goals are to have SCMHS graduate a higher percentage of students on time and for a higher percentage of students to meet or exceed the academic requirements of all content area courses based on state tests of Georgia Performance Standards. Actual graduate information and test scores will serve as the primary basis for evaluation. The analysis will include the number of students who took advantage of the Georgia online assessment system preparation for the CRCT tests.

The goals, benchmarks, and action plan set in the district's Technology plan will be evaluated each year and changes made according to need and availability of funds.

Teachers and administrators are supported and encouraged in the use of technology to improve instruction. Access to technology is of paramount importance to help meet academic and technology standards.

Access to Technology and District Readiness.

In addition to computers, we have purchased and will continue to add more diverse technologies, such as digital cameras, scanners, interactive whiteboards, student response systems, laptop and handheld computers, iPads, and networked black-and-white and color laser printers. At the elementary school, classrooms have at least 3 2 modern computers that are networked.

Math classes in grades 3-5 have 5 student computer workstations as a part of the Emath grant for developing new technology based units of instruction. At the Middle/High School, core subject classrooms have at least 2 computers. Both schools have computer labs. The elementary school has 6 iPad carts. Each administrator has a desktop computer and an iPad.

Uses of Technology and District Readiness
 Student use:
At the elementary school, all students in grades K – 5 have a minimum of 45 minutes per week of computer time working with our curriculum software. We feel that this has helped to improve test scores by reinforcing lessons that teachers have delivered in the traditional classroom setting. By using this type of computer-aided instruction, the children not only have increased levels of differentiated instruction, but they also gain additional computer skills and an increased comfort level with technology. Students in grades 1-5 are also encouraged to participate in Accelerated Reader (AR) and, by the end of the 3rd nine weeks, all students can log into AR and take their own tests without any assistance. Kindergarten students are also going to the computer labs to gain a basic working knowledge of computers by using such instructive software as Sequoyah, which teaches phonics skills, and Starfall.com for reading and math.

The utilization of productivity software is used even more in the Middle/High School in grades 6-8. More in-depth Internet research is expected of the students at this level. As funding becomes available, a keyboarding instructor will be utilized to enhance the students' keyboarding skills and to teach them more in-depth usage of productivity software, i.e. spreadsheets and databases.

Middle and high school students have access to, but are not required to utilize the curriculum software available in all classrooms. The curriculum software is also available for use in 3 labs of "modern computers." A fourth lab has been set up using modern systems that do meet the Georgia Department of Education's definition of "modern." These labs are available to all grades at the Middle/High School for this and other uses. Not only is curriculum software used in the labs, but also web-based test practice (i.e. CRCT, EOCT and GHSGT) sites are used by students along with other web-based training sites including the Renaissance Place website which includes Accelerated Reader, Math Facts in a Flash, Star Math and Star Reading as an advanced, web-based software system.

Administrative Uses of Technology:

Faculty and staff are encouraged to use technology in their everyday work in as many ways as possible. Communication between administrators and faculty and staff is done primarily via email, reducing paperwork and speeding the dissemination of information. Attendance and grading are done on computer to again reduce paperwork and to also minimize errors. Faculty also are encouraged to use appropriate Internet educational websites to prepare curricular materials and as a resource for students. Access to DOE websites and use of productivity software are important tools for administrators, . Other uses of technology are encouraged and implemented where reasonable and feasible, especially the newly developed longitudinal data systems.

Parent/Community Uses of Technology

One of the main ways we are encouraging parent/community technology usage is via having enabling and encouraging the use of web pages by all the teachers. These may be used to communicate assignments and events, along with other pertinent information. The district and schools also maintain websites that are used to relay a vast amount of useful and pertinent information about schoolwide and district-wide events. Currently all teachers maintain web pages. We have an on-line calendar system that is used to post events at the district and school levels and to post food service menus.

A student information system, PowerSchool, is now being used district-wide and will allow parents and guardians the ability to keep up with homework assignments, grades, attendance, and lunchroom accounts. With the implementation of the new web hosting service, even more information will be made readily available to the parents and the community. Communication with teachers and administrators will be even more accessible, along with more detailed information as to assignments, grading and calendars/ scheduling. The new web hosting system will also support surveys and interactive discussions, allowing us to get quicker and better feedback.

Parents and guardians are encouraged to communicate with teachers and administrators via email. To facilitate this, an email address list is posted on the district and school level websites. In the past, some parent technology education courses have been offered either funded via grants or as projects for High School service organizations (FBLA). At present, no classes are being offered, but we are exploring the possibility of offering such courses in the future. The Parent Teacher Organization has become very active at SCMHS. They have currently set goals related to the use of email and web technology to increase parent/school/community.

Technology Communication and Marketing Plan

An effective technology plan requires effective methods for communication and marketing of the plan. If we cannot get our own faculty to buy into technology, how can we expect the students and community to do so?

Our primary method of communicating our goals and objectives is through the technology staff's presence. The staff works with faculty and students on a daily basis and many times offers individualized training or suggestions on how to utilize and implement technology into their work. Maintaining this personal contact does more to promote technology than all other methods.

Our district and schools maintain a web server that also is used to disseminate information about our district and technology. On-line web-based training will be offered in the future, as well as access to policies, plans and other information via our web site. Teachers are encouraged to create their own web pages, which are currently maintained in-house. Homework assignments and other class related information may be made available for students and/or parents to access at home on the teachers' web pages. All district,

school, and teacher web pages and all email services have been moved to an external provider. This will lessen the load for our technology staff and will give a more uniform appearance and ease of use for our staff. It will also help parents more easily find up-to-date information on student assignments, activities and other relevant information.

The technology department also takes every opportunity to promote its services at local community clubs, school councils, collaborative and city/county government meetings. Local media such as newspapers and radio stations are also used to promote the technology services of Seminole County Schools.

☑Is Plan Descriptor Revised?

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

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

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

Descriptor 5

If funds are available, the system provides after school and summer school programs for remediation available for students who are identified as at – risk, disadvantaged, migrant, students with disabilities, or limited English proficient students. Since funding has been reduced and since no schools are currently in Needs Improvement status, the District does not plan to offer such classes. However, tutorial services will be provided for Neglected Students after school and during the summer. If funds become available, after-school and/or summer school classes may be taught by certified teachers in small class settings.

At all Title I Focus schools, Title I funds will provide intervention services for students who have failed one or more portions of the CRCT, the GHSWriting Test, or one or more EOCTs. At SCMHS, Title I-A School Improvement funds and Title I-A Regular funds will be used to provide intervention classes and extended day tutors to provide remediation and acceleration for at-risk students during the teachers planning period.. At SCES Title I-A funds will provide tutorial services for at-risk students twice a week during a school-wide activity period.

Even though only partially funded by state money, the system provides a full-time ESOL teacher who serves limited English proficient students in both schools. The ESOL teacher provides academic support for students and teachers. EL students are provided extra support during regular academic classes. Language support is given during assignments and classroom tasks. Students may also receive individual support if needed. The ESOL teacher assists in teaching differentiated lessons for EL students. Students who have exited the ESOL program are monitored on a regular basis for two years. Consultation and strategies will be given to teachers if students seem to regress in their language or academic proficiency.

Special Ed teachers are provided the same Standards-based Instruction, Differentiated Instruction, and CCGPS training as regular education teachers. In addition, they are highly trained to support CCGPS instruction with assistive technology and re-teaching strategies to reach the struggling learner.

(SPP/APR Indicator #3) LEA will increase the percentage of SWD on statewide assessments when given appropriate accommodations.
- System will provide supplementary instruction from research-based programs to children deficient in Reading and Math who are also participating in CCGPS instruction with co-teachers or support personnel. SWD staff will receive updated training on research –based reading and math intervention programs and strategies. With appropriate follow-up (Orton-Gillingham, Lindamood Bell, Wilson Reading, Everyday Math, Math-U-See, which is a complete K-12, skill-based, multi-sensory math program with print, manipulative, and web-based curricular materials
- System will maintain LRE instruction with SWDs at levels exceeding state targets. A focus on early intervention and prevention services in the Pre-K and K programs allows speech therapy, academic support, and occupational therapy to at risk and identified SWDs in an inclusive setting. Certified and non-certified personnel are trained to support all struggling students with strategies and accommodations.

(SPP/APR Indicator # 13) LEA will increase the percentage of SWD who are transition-aged students who have coordinated and measurable IEP goals that will lead to attainment of post-secondary goals.
- Parents and students are involved in interest assessments and relevant information used to create personal and meaningful objectives. District has added an extended-day transition coach to train special education teachers and to enhance transition/work opportunities in the community for special ed students.

(SPP/APR Indicator #4) LEA will decrease the percentage of SWD who are removed from their school or placements for disciplinary reasons.
- Each school in district has personnel trained in Functional Behavior Assessment/Behavior Intervention Plan process – allowing for more appropriately strategized and supportive discipline of SWDs. SCES has implemented the Positive Behavioral Support program school-wide in an effort to increase the number of students of all subgroups staying engaged in classroom instruction and physically and emotionally supported within the educational setting.

(SPP/APR Indicator #9 & #10) LEA will decrease the disproportionate representation of SWD due to inappropriate policies, procedures and practices.
- No current identified areas of significant disproportionality in areas of identification. SWD staff has actively supported development of school RTI program to help avoid inappropriate referrals to Special Education.

The Title I–A grant will provide additional teachers to reduce class size in grades one through eight. Title I-A funds will provide an academic coach at SCMHS and at SCES to provide additional support to teachers in meeting the needs of at-risk students. A full time Parent Involvement Coordinator, funded by Title I–A, serves both schools. A Parent Mentor for SWD program is funded through IDEA funding as well as state grant funds for SWD. Migrant funds will be used to provide a Student Support Provider (SSP) for the program.

Title II-A will fund two differentiated instruction coaches who will serve both schools These coaches will support teachers in moving from the standard, whole-class instruction model, to a needs-based, differentiated classroom, incorporating varied learning styles, teaching styles and assessment modalities, in order to move student achievement to the next level per state standards.

IDEA funds are used to provide assistive technology for eligible students with disabilities.

Funds are leveraged from Title I-A and SPLOST to furnish networked computers, appropriate software, and peripherals such as printers, digital cameras, and scanners in classrooms and labs. SPLOST funds also provide laptop computers or iPads for AP students to use as a part of their coursework. The system has received several competitive grants for using technology and will continue to look for other funding sources to ensure that all teachers and students have access to modern technology.

Two tech specialists are employed to maintain equipment and networks and to provide technical assistance in using the technology. The system will continue to use E-rate as a source for funding improvements in its wide-area-network for Internet access in the classrooms, the system's website, email service, and telecommunications. The system uses funds from Title I-A and Title I-C to pay teacher and paraprofessional salaries and benefits for working with students during after-school, and summer school classes. Transportation home is furnished through state and local funds.

Non-English speaking students and parents will be provided translators or translations of information if needed.

(SPP/APR Indicator #14) LEA will increase the percentage of SWD who transition to higher education or in some other postsecondary education or training program,

or competitively employed or in some other employment within one year of leaving high school.

- SY2012-13 post-secondary survey revealed that 57.1% of the SWD graduates from prior year are either enrolled in post-secondary educational settings or are competitively employed.
- Students with post-secondary education objectives are transitioned to Vocational Rehabilitation (VR) and are assisted in contacting colleges for information gathering and admissions guidance, as needed. They are made aware of other vocational options and facilities.
- Visits to Warm Springs, Decatur/Seminole Training Center, and other facilities, as appropriate, conducted by school contacts. VR involved in Summary Of Performance meetings for graduating YWD.

(SPP/APR Indicator #2) LEA will decrease the percentage of SWD who dropout.

- District met goal. 2012-13 data revealed a 0.0% dropout rate for SWDs. SCES implemented Positive Behavioral Support program school-wide in an effort in increase the number of students staying engaged in classroom instruction and physically and emotionally supported within the educational setting. Efforts to implement with fidelity are continuing and hopefully will be more productive for the coming year
- Special Education Program has made Edgenuity, online educational opportunities, available to SWD to help students struggling to gain credits to achieve that goal. (See Progress toward Graduation Requirements.)
- A "graduated jobs opportunity" program has been created for Middle/High youth with disabilities, to connect the lower level YWD to a clear incentive for staying in school. The Parent Mentor has assisted the schools in linking efforts with local businesses to allow job shadowing, work practicums, and actual job placements for YWDs. During SY 2013-14 six students were actively and successfully engaged in some level of school-supported community employment activities during the school day. Feed back from students and employers was positive.
- SCMHS began offering Edgenuity online learning to all students with discipline issues who might respond to non-traditional learning options. Working at their own pace and using an online instructor rather than a classroom authority figure has proven successful for some of these students.

(SPP/APR Indicator #1) LEA will increase the percentage of SWD who earn a regular high school diploma.
District data shows 18.8% for SY2012-13 school year, but data is based on fewer than 10 students.

- System has chosen to begin transition planning at 14, rather than the mandated 16 yrs. of age, in an effort to "jump start" student and parental focus on what is needed for successful completion of diploma and why diploma is the best option for their vocational future.Parent Mentor is very involved with family awareness and student follow-up/tracking.
- System has developed an information packet for parents to more clearly illustrate the extended years available for an SWD to complete a high school diploma. SWDs are more aware of their options and can more clearly see their progress toward the end goal –   Less frustration = Fewer Dropouts.

Addendum for Goal One: Access to Technology
Seminole County Schools will provide staff and students with access to "modern" computers with high-speed Internet access. According to the 2005-2006 Technology Hardware Inventory, we have 732 "modern" computers with high-speed Internet access and 1,665 students. This gives a student to computer ratio of 2.275:1. Our ultimate goal is 2:1 or better.

Our technology staff performs a hardware count every year as required by the State DOE. The results of this count are used to determine our proximity to achieving our student to computer goal. It also helps determine which equipment needs to replacing and/or upgrading. Of our two schools, Seminole County Elementary School is working to achieving its goal 2:1, with a ratio of 2.81:1. This is mainly due to the result of three years of focused growth in relation to technology at that school. Various funds, such as Educational Technology (EdTech) grants, Title I, Title II, Title VI, and SPLOST have helped bring this school closer to its intended goal. Positive growth is expected to continue over the next few years.

The Seminole County Middle/High School has met its goal, with a student to computer ratio of 1.91:1. Our focus shifted to the Middle/High School to bring it up to speed with modern technology. One fund that helped to achieve this goal was the T3 Grant, which funded computers, interactive whiteboards and other technologies for grades 6-8 in reading. Almost all the teacher workstations were replaced recently with computers purchased with SPLOST funds. Computer labs and classroom computers are maintained on a 4-year replacement schedule. Each year, new computers are purchased to maintain this replacement cycle. Replacements and/or upgrades are staggered, so as not all have to be replaced every year..

Through SPLOST funding, Title VI and other fund sources, our plans are to replace aging systems and add additional computers to the classrooms as deemed necessary.

In addition to obtaining a student to computer ratio of 2:1, we are also working towards implementing additional technologies such as projection units, interactive whiteboards, digital cameras, scanners, and color printers. At the Elementary School, all regular classrooms in grades PreK-5 have an interactive whiteboard, along with individual student voting devices.

At the Middle/High School, the Promethean ACTIVboard packages have also been installed in all regular education classrooms. As funds become available, the remaining rooms at both schools will receive one of these packages.

The following chart indicates tentative plans to update and extend technological resources if resources are available.

TECHNOLOGY GOAL	Establish and maintain a reliable network with access for all employees and students.			
Strategies	Benchmark	Evaluation Method/Timeline	Funding Source/Amount	Person Responsible
Maintain the number of student computers to achieve 2:1 ratio	· Purchase 150 student computers FY2015 (50 for Elementary & 50 for Middle/High School)	· Annual Hardware inventory · Technician walk-through	· SPLOST III $50,000 FY14, 15 * All funding based on approvals	Technology Specialists
Purchase iPads and/or carts to	Purchase 100 iPads FY2015	-Annual hardware inventory	SPLOST III & IV	Technology Specialists

	iPads FY2015 (50 for Elementary & 50 for Middle/High School)	inventory -Technician walk-through	SPLOST III & IV - $50,000	
and/or carts to increase the integration and use of technology				

In addition to traditional access to technology, new methods for access are part of our goals. Wireless network upgrade and wiring infrastructure (CAT5 to CAT 6) is planned for implementation at both schools for Internet and email access.

☑**Is Plan Descriptor Revised?**

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

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

Descriptor 6

The district has used Title II-D, Title II-D Emath, Title VI-B, and SPLOST funds to purchase computers and iPads for teachers who needed additional ones to achieve the district goal of at least two in every classroom and to expand resources in computer labs. Title II-D, Title II-D Emath, Title VI-B, and SPLOST funds have been used to add Promethean Boards to classrooms and to provide staff development for teachers to use the equipment. Title I-A funds have been used for Test Prep Software to be used with migrant and ESOL students. Teachers and all K-12 students have access to iPads to facilitate, motivate, and strengthen instruction.

Professional Learning is provided for teachers to become familiar with the operation of new technologies and/or programs and for strategies to integrate the equipment and/or programs into instruction. Some released time and some stipends are provided through grant funds to enable teachers to participate in professional learning opportunities. Whenever possible installation of equipment takes place at times other than when students are present. Professional Learning is usually planned for released time, after school, or on Professional Learning days. State Professional Learning funds are used to support training for implementing the inclusion model of Least Restrictive Environment (LRE). Training is provided for regular ed and special ed co-teaching teams. Support training for LRE is provided for administrators.

☑**Is Plan Descriptor Revised?**

7. Title II, Part D

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

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

Descriptor 7

Information regarding student technology literacy has been gathered through teacher interviews, observations and surveys. The results indicate that children at the Elementary School have a basic working knowledge of technology in that they do know how to utilize the curriculum and other software available, plus have the ability to do basic Internet research. Students in the 3rd grade up have begun using office productivity software to begin producing reports and presentations.

At the elementary school, all students in grades K – 5 have a minimum of 45 minutes per week of computer time working with our curriculum software. We feel that this has helped to improve test scores by reinforcing lessons that teachers have delivered in the traditional classroom setting. By using this type of computer-aided instruction, the children not only have increased levels of differentiated instruction, but they also gain additional computer skills and an increased comfort level with technology. Students in grades 1-5 are also encouraged to participate in Accelerated Reader and, by the end of the 3rd nine weeks, approximately 100% can log into AR and take their own tests without any assistance. Kindergarten students are also going to the computer labs to gain a basic working knowledge of computers by using such instructive software as Sequoyah, which teaches phonics skills.

Productivity software is used even more in the Middle School (grades 6-8) plus more in-depth Internet research is expected of the students at this level.

Middle and high school students have not been required to utilize the curriculum software. It is available to all classrooms. The curriculum software is available for use in 3 labs of "modern computers". A fourth smaller lab has been set up with new computers. Additionally, three "iPad classrooms" have been established which can rotate from room to room as requested. These labs are available to all grades at the Middle/High School for this and other uses. Not only is web-based curriculum software used in the labs, but also web based test practice sites correlated to Common Core Georgia Performance Standards are used by students along with other web based training sites, including USA Test Prep and Study Island.

Several technology classes are available for high school level students on office productivity software, web design and desktop publishing as electives. At present, there are no "mandated" computer courses, but the guidance counselors strongly encourage all high school students to take the Introduction to Business and Technology (office productivity) course as well as to use the Georgia Career Information System software provided by Perkins IV funds. A keyboarding and technology support class was offered for SWD in SY2011-12 but was discontinued for budgeting and staffing considerations.

The recently revised technology committees will also be implementing information from the new "GA Technology Literacy Assessment Toolkit" that is published by the Georgia Department of Education. This tool, along with teacher evaluations, surveys and inventories will assist us in determining the competency of all our students, as well as the 8th grade target. Our overall targets are: By the time students complete the 5th grade, they should be able to use office productivity software for typing, presentations and simple spreadsheet functions. After completing the 8th grade, students should exhibit enhancement and improvement of these skills, plus good keyboarding skills. At the high school level, students should be exploring more and varied uses of technology and implementing and developing more elaborate and complex ideas for technology usage.

Seminole County Middle High School students, grades 6-12, utilize GACollege 411 and GCIC (Georgia Career Information Center) in the computer/technology labs to meet the requirements of the BRIDGE ACT (Building Resourceful Individuals to Develop Georgia's Economy) throughout the school year.

For Career Guidance, CRCT and EOCT Assessment practice, and basic workplace skills and National Career Readiness Certificate training, Seminole County Middle High School Alternative Crossroads (alternative placement) utilizes the following web based software:
- GACollege 411
- GCIC (Georgia Career Information Center)
- Study Island
- OAS (Georgia Online Assessment)

☑**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.

Descriptor 8

A Leadership Team at each school meets at least twice monthly to review data and make decisions related to curriculum, instructional strategies, assessments, professional

learning needs, and purchases of materials including technological equipment. Professional learning therefore becomes a community approach that provides a variety of opportunities in addition to workshops identified in the annual survey.

The schools have selected research-based programs for school improvement and have focused purchases for the implementation of the programs such as directed reading, balanced reading, Standards-Based Instruction, and differentiated instruction. Special Ed teachers receive additional training funded through IDEA on research-based techniques and programming for teaching SWD.

Example of some approaches:
- Provide professional learning activities that are job embedded, e.g., coaching, mentoring by differentiation coaches and academic coaches at the two schools who serve as mentors for new teachers to help them adjust to their new roles as well as for other teachers when requested
- Implement on-going professional learning activities rather than one-shot programs. Academic coaches provide ongoing training and support for classroom teachers in reading, English, language arts, and math.
- Use the redelivery model to train teachers and administrators in the effective use of CCGPS as well as curriculum development.
- Provide training and ongoing support to teachers for SWD program in the implementation of the scientifically-based Orton-Gillingham multi-sensory method of language instruction and Lindamood-Bell techniques which develop students' ability to spell, to comprehend written and oral language, and to think critically - skills that are all necessary for success in content areas.
- State grant facilitators provided training for representative teachers and the academic coaches, who subsequently provided redelivery training for the other teachers. A similar approach was implemented for Reading/Language Arts and Math teachers in the middle grades.
- Consultants from Southwest Georgia RESA provided training to SCMHS teachers as part of the Literacy Designed Collaborative which provides a supportive format that helps teachers integrate CCGPS literacy standards while increasing rigor in instruction

Another example is the training currently being given to teachers who requested training in providing differentiated instruction. Workshops conducted by specialists in the area are being provided with follow-up support in the classroom.

Schools adopted and implemented Standards-Based Classrooms programs. Schools are now receiving training and resource materials for differentiated instruction. Currently, untrained or new teachers at SCMHS receive training and support in the implementation of the program through mentors. Southwest Georgia RESA currently provides quarterly training and classroom support for teachers to implement a writing curriculum based on CCGPS with correlations to the reading series adopted by the schools. Southwest Georgia RESA currently provides Universal Design for Learning (UDL) for SCES and SCMHS staffs as required by Georgia ESEA Waiver for implementation of Common Core Georgia Performance Standards (CCGPS).

The previous information illustrates how Seminole County School District is endeavoring to raise student achievement by an increased focus on the instructional practices of all teachers. There are times, however, when specific content information needs to be addressed. Specific groups have been targeted and trained in specific research based programs such as Choices and Too Good for Drugs at SCES and Second Step at SCMHS. The middle-high school has added AP classes which required sending teachers for AP training and having them develop units for the following year. AP teachers submitted their course syllabi to the College Board and have been approved, having met all course requirements.

 Further study and training on the Core Curriculum Georgia Performance Standards (CCGPS) and the College and Career Ready Performance Index (CCRPI) are underway.

☑**Is Plan Descriptor Revised?**

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

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

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

Descriptor 9

    The assistant superintendent/Title I director is responsible for planning and implementation of activities for the following federal grants when funds are available: Title I-A (Academic Achievement), Title II-D (Technology - formula), and Title VI-B (Rural). The professional learning coordinator is responsible for working with

principals and program managers to coordinate implementation of activities using professional learning (state funds) and Title I-C (Migrant) funds. The director of special education/Title II-A coordinator is responsible for the planning and implementation of activities for Title II-A high quality instruction. Those responsible for federal grant programs meet frequently at the BOE office to discuss various aspects of school programs. The following chart shows the areas of cooperation among federal grant programs.

Federal Grant Funds								
Activity	Title I-A	Title I-C	Title II-A	Title II-D	Title IV	Title VI-B	SI Grant	IDEA
1. A. Provide one additional HiQ teacher per grade level in grades 1-5 at SCES. Teachers will teach all subjects, thus reducing pupil:teacher ratio. 1.B. Provide 2 HiQ teachers at SCMHS, 1 to teach math, other to teach ELA.	X							
2. Provide supplementary instructional materials	X	X			X	X	X	X
3. Provide classroom and lab networked computers, peripherals, and/or appropriate software	X	X		X			X	X
4. Provide after-school, summer school classes, Extended School Year	X	X				X	X	X
5. Provide training and support for implementation of research-based programs	X		X	X				X
6. Provide training and support for implementing inclusion model for Least Restrictive Environment for SWD			X					X
7. Provide summer camp for at-risk students including ESOL, homeless, migrant, and SWD	X	X						
8. Provide training and support for teachers to demonstrate requirements for technological literacy and to enhance knowledge and skill for using infusing		X	X	X				X

Activity								
technology into instruction								
9. Provide Parent Involvement Coordinator, Student Service Provider, SWD Parent Mentor to work with staff and parents	X	X						X
10. Provide training, resources to address drug, behavior needs for Safe Schools					X			
11. Provide training and support for teachers and paraprofession-als to meet NCLB requirements for HiQ			X					
12. Provide Academic Coaches K-5 and 6-12	X							X
13. Provide extended day teachers 6-12	X					X	X	
14. Provide extended day tutors K-5						X	X	X
15. Provide training and support implementation of Pyramid of Intervention			X				X	
16. Provide parent training, involvement	X	X						X

The Title I parent coordinator and SWD parent mentor will coordinate and implement parent involvement activities through collaborative planning. The director of student support services (assistant superintendent), counselors, and school principals plan collaboratively for the state remediation programs for at-risk students, as well as the pre-kindergarten program, to assure curriculum alignment for articulation with the regular school program so as to assure a smooth transition for students going from one program to the other. The Title I Coordinator serves as a member of the community Social/Health Advisory Committee for Head Start.

Orientation programs will be provided for parents and students as they transition from the Pre-K program to kindergarten, from kindergarten to the Elementary School, and from the Elementary School to the Middle-High School. A specific orientation activity for students transitioning from eighth grade to high school will be provided for both students and parents in the spring of the students' eighth grade year. All students entering the 9th grade are required to develop an individual graduation plan for high school as well as to participate in activities to increase knowledge of Career, Technical, and Agricultural Education (CTAE) programs of study at the high school level.

Services for all children – including those identified as limited English proficiency (LEP), children with disabilities, migratory children, neglected or delinquent youth, and Indian immigrant children – will be based on students' individual graduation plan in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Assistant superintendent, the professional learning coordinator, principals, and the director of special education plan collaboratively for providing services when needed for LEP students, children with disabilities, migrant, neglected or delinquent youth, youth at-risk of dropping out of school, homeless, and immigrant students who are eligible for Title I services to eliminate duplication and reduce fragmentation of the instructional program. Since all schools are implementing Title I schoolwide plans, the process of providing services is seamless.
SWD staff will coordinate with other system personnel/programs providing services to any special program students such as SWD, ESOL, EIP, etc., so that there is no duplication in addressing the same student needs unless provided for in students' IEPs.

(SPP/APR Indicator # 12) LEA will maintain the 100% rate of young children referred by parents, or other agencies prior to age three who are determined eligible and have an IEP implemented by the third birthday.
- System will maintain 100% rate of IEP development by the third birthday for young children referred by parents or other agencies. Parent Mentor facilitates child-find efforts with parental, community and inter-agency involvement and physician contacts. Pre-K Special Ed teacher uses extended day to visit private pre-schools, daycares and Headstart to assist with intervention efforts and keep LEA aware of young children with disabilities.
- System continues to coordinate with Babies Can't Wait program for successful transition of services for 3 year-old developmentally delayed children.

(SPP/APR Indicator #6) LEA will increase the percentage of time young children with disabilities spend in natural environments with typically developing peers

- System will improve percentage of time young children with disabilities spend in natural environment with typical peers at state target level.
- Inclusion of developmentally delayed 4 year olds in the Lottery Funded PK program is always the first placement option and is currently successfully facilitated for 100 % of our 4 yr. old students.
- During the 2010-11 school year, the system implemented an innovative "reverse inclusion" pre-school for 3 year old children of school employees and identified 3 year old SWDs. The classroom is providing the 3 year old level of Creative Curriculum for whole-child enrichment, taught by an SLP/IRR teacher and Para. The program provides exposure to typically developing peers for 3 year old SWDs 5 days per week, 7:30 to 4:00 pm., along with language and articulation stimulation from the SLP who is also certified as an IRR teacher. This project has shown overwhelming success and enrollment more than doubled after one year, with a waiting list. SWD progress in this setting has been amazing.

(SPP/APR Indicator #7) LEA will increase the percentage of young children who show positive social/emotional skills, acquisition and use of knowledge and skills, and use of appropriate behaviors.
- System will improve percentage of time young children with disabilities spend in natural environment with typical peers at state target level.
- Inclusion of developmentally delayed 4 year olds in the Lottery Funded PK program is always the first placement option and is currently successfully facilitated for 100 % of our 4 yr. old students.

The system has supported the development of a Pyramid of Intervention for the schools to develop database approach to identifying and addressing student learning needs. Preparation and planning have been completed and the program Response To Intervention (RTI) is being fully implemented at both schools. The model informs a consistent decision-making process and shows how the separate initiatives can work collaboratively and seamlessly to help students without overlapping programs. The model was developed in cooperation with regular education teachers, special education teachers, counselors, and administrators. The Pyramid incorporates strategies on behavior, communication, instruction, assessment, and curriculum. To implement the process, SCMHS students are identified when at least two academic and/or behavioral concerns are documented on the Tier I General Classroom Intervention Form 1 and/or the Administrative Transition Form . GREAD, CRCT scores, failing averages, below average benchmark assessments. and/or disciplinary data are used to help identify students who need to transition between the tiers. At SCES the program is fully implemented with 30 minutes scheduled each school day for each grade to implement RTI using extension teachers who provide remedial support for identified students. Other students receive enrichment activities. Teachers are required to keep data on students and meetings are held periodically to determine student progress and to determine next steps. The faculty at both schools will receive training and support for implementing the program "Positive Behavior Support" using resource personnel provided by Georgia DOE.

(SPP/APR Indicator #20) LEA will submit all reports in a timely manner.
16. LEA Narrative Description: State Target 2011-2012 – 100% Latest district data: _100%_____
- Submission of FTE-2, Student Record, Discipline, Timelines, Post Secondary, CLIP, Disproportionality, Budget:
- All reports and timelines are submitted in timely fashion and with appropriate data.

☑ **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.

Descriptor 10

Seminole County Elementary School

During its preparation for the SCES application for accreditation through SACS, the SCES Profile Committee surveyed four groups of stakeholders: parents, students, staff, and the community. The purpose was to determine perceptions about the quality of education offered and the educational environment at the school. The survey results indicated that the majority of parents, students, and community responders perceived no problem with the statement "SCES provides a safe and orderly environment for learning."   Teachers, however, identified a need for preventing bullying in the school and agreed that a consistent discipline plan needs to be written and followed across grade levels. The counselors developed a plan to implement the bullying prevention programs Second Step in grades K-5 and Stop Bullying – Premier Curriculum in Grades 3-5 to resolve the bullying issue. Other programs implemented previously in response to previous concerns and a desire to provide the best learning environment possible include the following:

- Red Ribbon Week annually with daily events centered on themes such as "We're too Cool to Use Drugs" (with students wearing sunglasses)
- Career Day / Careers on Wheels
- Daily lesson from Character Education curriculum
- Use of "Too Good for Drugs" and "Too Good for Violence" curriculum regularly in classes
- Classroom guidance sessions
- Individual counseling
- Small group counseling
- Non-violent Crisis Intervention for all teachers and administrative personnel.
- Involvement of parents in development of Behavior Intervention plans

Seminole County Middle-High School

The Seminole County School District promotes drug free, alcohol free, tobacco free and violence free schools. SCMHS strategies involve signage, communication with the students, staff, parents and community on these issues through a wide variety of media. Our school council helps us communicate this message to our parents and business leaders. The middle school counselor utilizes the Second Step Program in grades 6-8 to promote Bully Prevention, a safe school environment, and character development. Classroom guidance as well as small group and individual counseling are available for all students in the areas of violence prevention and safe and drug free development. In addition, a mentoring program is being developed to provide support to students needing behavior interventions.

The LEA advocates non-violence through the student handbook, guest speakers, and the parent involvement coordinator. We continue our advocacy against drugs and alcohol and guarantee every student in SCMHS receives this message. This is done through A.D.A.P. (Alcohol and Drug Awareness Program), which every ninth grade student must take. SCMHS has also developed a relationship with the Seminole County Sheriff's Department specifically related to Drug and Alcohol awareness. The Sheriff's Office provides personnel to speak to all students in grades 9 –12.

We communicate to our parents the fact that we do not tolerate violence on campus or the bus, which is an extension of the campus. We send home a letter on prohibition of drugs, tobacco, alcohol and violence on the bus. The parent and child must sign and read this to ride the bus. We also communicate this via our student handbook and the code of conduct. All our policies against assault, battery, bullying or violence of any type (to include sexual acts or sexual violence) are clearly stated, as well as the prohibition of possession or use of weapons. We also prohibit and do not tolerate intimidation or extortion, which we effectively communicate to the homes of our students. We also go into extensive detail about not tolerating any act of violence to students, school personnel or any other person on school property. We also prohibit, communicate, and enforce no clothing referencing or promoting drugs, violence, alcohol, tobacco, or immoral behavior. All of this is communicated to the parents and student via the code of conduct and the

parent and child sign a statement saying they have read and understand all of the above.

We review these policies with parents, students, staff, and community leaders, as well as through our SACS surveys to refine and improve areas that need improvement. We use their input to validate areas which are strong and to improve research areas which show an obvious need to improve. Our school resource officer coordinates guest speakers to include the Georgia State Patrol on the hazards of drugs and alcohol in conjunction with driving, as well as the addictive nature and its effect on individuals in general. The resource officer also coordinates a drive against drugs, alcohol, and tobacco, as well as bullying and violence through class speaking engagements and through pen, pencil, eraser, and key chains saying "NO" to the above.

Seminole County School District is part of the Southwest Georgia RESA Safe and Drug Free Schools and Communities consortium. Drug, violence, and tobacco standards are incorporated into the science and health curriculums. Specific research-based programs have been selected based on needs identified through the annual SADFSC Survey. Public agencies and civic groups work with the schools to implement additional programs.

The schools monitor drug and behavior related incidences to determine levels of intervention and need for additional training in existing programs or implementation of new strategies.

Prevention material is available in other languages (i.e., Spanish).

☑ **Is Plan Descriptor Revised?**

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

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

Descriptor 11

The poverty criteria used to select the school attendance areas for Seminole County Schools will be the per cent of children eligible for free and reduced priced lunches as determined by GaDOE through the School Lunch Community Eligibility Provision (CEP).

☑ **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.

Descriptor 12

Not Applicable since no school in Seminole County School District is implementing Targeted Assistance. The two schools are implementing schoolwide plans.

☐ **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.

Descriptor 13

Both Seminole County Elementary School (SCES) and Seminole County Middle/High School (SCMHS) have implemented the research-based Standards-Based Instruction through the Georgia Frameworks program which guides the teaching process in an organized approach. Frameworks offers a standards-based approach to curriculum that supports best practices and clearly defines expectations for student learning. A curriculum that is based on clearly defined expectations for student learning is documented in each teacher's daily lesson plans.

SCES and SCMHS offer gifted and supplementary classes. When funds are available to meet the needs of at-risk students, they offer opportunities for at-risk students to participate in after-school and summer school classes to provide additional time for at-risk students to master state standards. At the High School grade level there are AP classes in history, calculus, psychology, English, and music; enrollment is open to any students with minority participation encouraged. There is also an after school credit recovery program to ensure that each student is challenged to excel and has the opportunity to achieve to the best of their ability. Online programs such as Edgenuity and Georgia Virtual School are used throughout the year for new course credit and credit recovery.

Moreover, the curriculum reflects a commitment to equity, an appreciation of diversity, and recognition of different ways of learning. SCMHS offers a variety of career, technical, and agricultural programs including Agriculture, Family and Consumer Science, Health Occupations, Business and Computer Science. SCMHS, in addition to implementing Learning-Focused Instruction, provides standards-based instruction and best practices. Included in our research-based instruction, schools focus on Instructional Frameworks and through our most recent GAPPS Review in February, 2010, we implemented School Keys/Class Keys. Teachers now infuse School Keys/Class Keys in their everyday planning.

Using a Common Core Georgia Performance Standard (CCGPS) based curriculum ensures that each content area of the curriculum includes a set of essential knowledge and skills. Teachers at SCMHS use GMADE resources and computer practice tests in each content area to review and practice the essential knowledge and skills required to perform well on state assessments and other standardized tests. GMADE™ (Group Mathematics Assessment and Diagnostic Evaluation) is a diagnostic mathematics test that measures individual student skills in the main areas of math, as identified by the National Council of Teachers of Mathematics. More importantly, classroom instruction is experience-based and differentiated to facilitate the depth and breadth of quality learning.

The CCGPS based curriculum aligns the expectations for student learning with the various subject areas and grade levels. Each school's student handbook explains requirements and expectations. ESOL students, migrant students, and students with disabilities are included in regular education classes when possible with co-teaching and IEP accommodations provided. Teachers make accommodations for each of these students with special needs to provide equal opportunity in all areas of student learning.

Each teacher uses the CCGPS as a curriculum guide. Our support materials are textbooks and the resources that they provide as well as access to computer resources in classrooms, media centers, and computer labs for computer assisted instruction and research. The schools' Media Center, public library, and the Internet provide other support materials. Standards are linked to real-life applications, using community resources.

 CCGPS provides a balanced curriculum that is based on a knowledge of human growth and development and sound learning principles. Sound learning principles are provided in Learning-Focused content units. The foundation for learning is laid in each content area in the preceding grades and new learning builds upon prior knowledge in each advancing grade.

The district provides professional development for teachers and other staff members and the opportunity for staff members to collaborate in analyzing test scores as well as analyzing the effectiveness of the curriculum. Faculty meetings are held to provide time for this collaboration and to keep the professional staff informed of any and all information they may need to better meet the needs of all students and to address needs and requirements of all programs. Moreover, teachers in grades 6-8 have common planning time to better prepare for articulated instruction across the grades. Teachers in grades 9-12 meet at least bi-weekly departmental meetings to ensure fluency of grade level content delivery. Teachers in grades K-5 have common planning. One grade level has extended planning for 3 hours 1 day per week.

SCES and SCMHS use community resources to support and enhance the curriculum. The guidance counselors at each school are instrumental in bringing in community resources to students such as, law enforcement personnel, healthcare professionals, business leaders, and wildlife management workers. Our public library is an important community resource for all students. The armed forces and colleges provide information and resources to high school students. Our Career, Technical and Agriculture organizations (i.e., Future Farmers of America, Future Career and Community Leaders of America, and Future Business Leaders of America) have community volunteers to help prepare students for competitions.

A curriculum that includes interdisciplinary and cross-curricular experiences is important in helping to meet the needs of all students. Interdisciplinary and cross-curricular experiences are included in textbooks selected. Writing is taught across the curriculum in all academic and CTAE areas.

The schools' curriculum includes study and experiences in music and physical education. Middle and high school classes are provided in choral music, marching band, and concert band. The Elementary School provides a choral music program and a National Elementary School Honor Society.

A wide variety of extra-curricular activities that are based on the beliefs and mission of the school and that meet the needs and interests of our students are offered at SCMHS such as National Junior Honor Society, National Honor Society, 4-H, and Y-Club, as well as sports opportunities. Career Technical Student Organizations include Future Farmers of America, Future Business Leaders of America, and Family, Career and Community Leaders of America, Spanish Club, and FCA (Fellowship of Christian Athletes).

Students entering 9th grade after SY2008-09 must meet the minimum of 23 credits required to graduate in all required courses and/or core courses. SCMHS offers a variety of career, technical, and agricultural programs of study on a non-discriminatory basis. These include Agriculture, Business and Computer Science, Family and Consumer Science, and Healthcare. In an effort among all faculty, SCMHS staff takes ownership in helping to follow and track all students to attain a high school diploma.

In addition, Title II-A federal funds now provide differentiation coaches for reading/ELA, Science, Social Studies, and math at both schools. These differentiation coaches perform the following services to help teachers provide supplementary instruction for all students to help students remain on track to graduate on time:
1.   Aid and assist teachers in developing supplementary teaching resources and expertise through model lessons, observation, and classroom visitations.
2.   Assist staff with curriculum development and planning for implementation of supplementary strategies and resources

3.   Help teachers plan for and incorporate in instruction supplementary online tutorial and online credit recovery programs for remediation and acceleration of at-risk students

General Program Information
QBE funds will be used to fund the program and staff required by QBE. In addition, local funds will be used to supplement QBE funds to reduce class size, provide paraprofessionals and to provide additional instructional materials. Title I funds will be used in a supplementary manner to further reduce class size in grades 1-8 by providing an additional HiQ teacher at each grade level in Title-I schools which are implementing schoolwide plans. The rationale is to provide an intervention which maximizes student time-on-task for all students by having a smaller student-teacher ratio.

 Title-I funds will provide additional support services including paraprofessionals to assist teachers in the elementary school. Title I will also provide a district-wide parent coordinator as well as an academic coach at each school to serve grades 1-12. Schools will use their Title I instructional funds to purchase high-quality, research-based materials that will supplement materials supplied through local and QBE funding.

ESOL students will be served using a push in or pullout model by a locally funded ESOL certified teacher. Migrant funds will be used to provide a migrant paraprofessional student support provider, a translator, a program coordinator for summer program, and summer school classes for migrant students.

All students will be provided with instruction on drug and safety issues in a manner appropriate to their age and in alignment with the health and/or science CCGPS for their grade. Required materials and training will be funded through Title IV, local or partnership funds.

Student services are provided through counselors and the school social worker. These programs are supplemental to the required instructional services and are paid for with QBE and local funds.

No schools for neglected or delinquent students are located in Seminole County.
There is one local institution in Seminole County, the Refuge House, which provides 24/7 room and board for neglected or delinquent children (female). It currently provides services for 9– students, who attend Seminole County Schools. The district Title-I program provides after-school tutoring services for the students.

There are no neglected or delinquent community day programs in Seminole County.

Since the RYDC facility in Early County has been closed, adjudicated students from Seminole County are assigned to centers in Thomas County or Dougherty County. The instructional program at the Center assigned serves SWD students from Seminole County who are housed there by using the students' IEPs from the SWD program in Seminole County.

☑**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.

Descriptor 14

Seminole County has a well-developed support system for meeting needs of students and their families. The Seminole County Family Connection provides opportunities for various agencies to provide input into identifying and meeting needs found within the community. The district's SWD Parent Mentor and its Migrant Parent Mentor serve very effectively as a liaison between families and agencies as they make home visits and work with students. Churches in the community are very active in providing a support group for transients and others in need. One church provides backpacks containing food for the weekend to at-risk students who receive Free and Reduced lunch support. DFCS can provide identified families with an emergency food stamp card. The Special Education Director, principal, and school counselors participate in Local Interagency Planning Team meetings of D.F.C.S. for interagency planning for services for youth who are difficult to manage. All of this support is available for any homeless children or youth.

At the current time, the district is providing educational services for 219 identified homeless students. Educational needs of any students identified as homeless will be met through the implementation of the schools' schoolwide plans. They will be assessed and assigned to the appropriate academic service area (regular student, ESOL, EIP, SWD, etc.) and served accordingly. The SWD and the Parent Mentors work diligently to identify any family needs that would affect any homeless students.

SWD parent mentor contacts special ed coordinator with concerns about SWD students and their needs. Needs of any homeless SWD child would be addressed in a timely and private manner through the school counseling departments and/or administrative leadership. Homeless children and youth will be served seamlessly as other students in the implementation of schoolwide plans and are, therefore, not singled out nor identified in classroom or school activities as homeless.

☑**Is Plan Descriptor Revised?**

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

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

    a. How the LEA included state and local government representatives, representatives of schools to be served, parents, teachers, students, and relevant community-based organizations in the development of the Comprehensive Plan for Improving Student Academic Achievement.
    b. How the LEA included opportunities for all parents of students receiving Title I services to be included in the development and yearly revision of the LEA parental involvement policy and in the decisions regarding how the 1% set-aside for parental involvement are allotted for parental involvement activities.
    c. How the LEA will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.
    d. How the LEA will build school and parents capacity for strong parental involvement through the six requirements in law (Section 1118(e)) with particular attention on how to support a partnership among the school, parents, and community.
    e. How the LEA will coordinate and integrate parental involvement strategies under NCLB with other community based programs such as Head Start, Reading First, Even Start, State operated preschool programs, etc.
    f. How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.
    g. How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.
    h. How the LEA will involve parents in schoolwide activities.

Descriptor 15

School and district planning teams include the following: representative teachers, administrators, School Advisory Council members, and Seminole County Family Council members such as DFCS, Chamber of Commerce, Parents, Board Chairman, SWD Parent Mentor, and representatives of the SCES and SCMHS Parent Teacher Organizations.

As SCMHS prepared for SACS/GaSI recertification in 2010, parental surveys were completed by middle grades parents. The questions were aligned to appropriate School Keys. The results were reviewed by the Leadership Team and the GAPSS/SACS Team. Recommendations are now a part of the current School Improvement Plan.

The Title I Parent Involvement Coordinator will coordinate and implement parent involvement activities through collaborative planning with the Head Start and the Seminole County Children and Youth programs. The Title I Parent Involvement Coordinator, Head Start, and the Family Connection Initiative will work together to plan and implement workshops for parents. These parent meetings will include topics such as parenting skills, and effective strategies for helping students to improve test-taking skills, to develop good homework habits, to improve self-esteem, and to recognize and assume responsibility for actions including attendance. Other topics may include techniques to foster a supportive home environment and suggestions for parents, as they become full partners in the education of their children.

A parent resource center is maintained to provide a meeting place for parents and teachers, a site for seminars, a reading center, and a lending library for parents to check out materials. A newsletter will be sent home monthly at Seminole County Elementary School.   Parent Policies provide parents with information about the Title I program, National education goals, state content and student performance standards, state and local assessments, and ways to help students improve academic achievement and self-image. Notices will be sent home with students when appropriate to notify parents about workshops and meetings.

The parent involvement coordinator attends conferences and researches effective strategies for parent involvement. The coordinator shares such information with the faculty at both schools as they plan for involving parents in various activities at the schools.

Title I parent involvement coordinator, student support provider, and SWD parent mentor plan with local agencies such as DFCS, Seminole County Health Department, and law enforcement to provide relevant information to parents to help them to build their parenting skills and ability to help students in the education process.

Title I parent involvement coordinator, student support provider, and SWD parent mentor are involved in Child Find activities and work collaboratively with private Pre-K and Head Start programs and with local pediatricians and parents.

The SWD Parent Satisfaction Survey developed by the DOE was administered this spring. The survey is now administered statewide on a random basis, so the district plans to compile data annually documenting locally the number of parents of SWD students participating and the number who are satisfied with their child's educational programming. The Title I Parent Involvement Coordinator conducts an annual survey to determine satisfaction of parents with parent activities and their level of participation. The survey is designed to gain information about the effectiveness of meetings and workshops and the helpfulness of the information presented. Data from parent surveys will be analyzed by Title I and SWD support staff to inform decisions about continuing strategies/activities implemented and for additional efforts to involve parents in the education of their children. Decisions made will impact changes or refinements in each succeeding year's Title I Parental Involvement Plan and the yearly SWD Parent Mentor Plan.

(SPP/APR Indicator #8) LEA will increase the percentage of those parents receiving special education services who report that schools encouraged parent involvement to improve results for SWD.

District will maintain state goal of 40% of parents of SWDs who report encouragement to participate in their child's educational planning, district participates in Parent Mentor initiative. This facilitates rapport and understanding of the special education process with the parents of SWDs and even offers transportation, as needed, to facilitate involvement.

Title I parent involvement coordinator, student support provider, and SWD parent mentor will work with school staffs to provide timely information to parents about schoolwide activities and student instructional planning that will be available for their participation. Parent mentors will help facilitate attendance by parents of SWD, migrant, and ESOL students.

Migrant PAC meetings will be conducted at least three times a year based on programs suggested by Southern Pines MEA. Suggestions include an Hispanic night school, possibly in conjunction with a migrant PAC meeting, with information given to parents in Spanish or other languages identified on the Home Language Survey. Events might include explanations of Parent compacts in English and Spanish or other language.

Planning for Title II-A and equity

Internal and external stakeholders will be involved in the planning process for implementing Title II-A program in the following manner:

Equity Plan III.1
Stakeholders include Parents, teachers, students, district leaders, Department of Family and Children's services, Public Health Department, Area Mental Health representative, churches, community leaders. Input is also utilized from Parent Councils and PTOs, as well as feedback from monthly Superintendent meetings with higher education officials .

Equity Plan III.2
Internal and external stakeholders are involved in the planning process to address the following:
a. Annual needs assessment
    Throughout the school year, Leadership Team Meetings are held, at least monthly, and Principals meet regularly with School Councils and Parent/Teacher Organizations. School leaders and counselors also attend regular interagency council meetings which include law enforcement, mental health agencies, representatives from the Department of Family and Children's Services, and representatives from the district attorney's office. The Superintendent meets monthly with regional superintendents and representatives from higher education.

    At the annual stakeholders' meeting school leaders present annual data from all district programs. At the stakeholders' meeting, central office administrators, teachers,

    students, school level administrators, paraprofessionals, parents, business partners, and community support personnel are invited to participate in the planning process. This meeting is a planning session: topics of discussion include strategies that can improve instruction, ideas to improve school climate and attendance, means to increase parental and community support, methods of meeting the requirements for CCRPI. The Superintendent meets monthly with higher education representatives and starting with the 2014-2015 school year, representatives from higher education will also be a part of the Stakeholder's Group.

b. Prioritized needs
    The data are presented to the committee and after discussion, prioritization of needs and action planning that address equity components are developed.

c. Stakeholder actions or strategies contributing to development of equity plan.
    An Annual Stakeholders' Meeting to present annual data from all district programs:
    At the Stakeholders' meeting, central office administrators, including the superintendent, teachers, school level administrators, paraprofessionals, parents, business partners, and community support personnel are invited to participant in the planning process. This meeting is a planning session: topics of discussion will include strategies that can improve instruction, ideas to improve school climate and attendance, means to increase parental and community support, methods of meeting the requirements for planning and implementing Flexible Learning Program plans in the district's two schools designated for Focus support by Georgia DOE. The data are presented to the committee and after discussion, needs are prioritized and an implementation plan developed to address equity components.

    The SCMHS Parent Teacher Organization conducts quarterly meetings and works on a weekly basis to collaborate with teachers and administrators to find new ways to support academic achievement and advancement in addition to finding new ways to promote positive behavior from students. The PTO officer team includes 3 faculty members and 5 parents. Parents or guardians of 14% of the student population participated in the Parent Teacher Organization during SY2014. The goal for SY2015 is to increase participation to 16% of the students population.

The following chart outlines the process of continuing involvement of stakeholders.

Task: Equity of Stakeholder Involvement
Activities:

1. District and school administrators will continue to involve teachers, administrators, parents and community representatives in the planning process. Representatives from the community and parents are invited to every planning meeting where student academic issues, school and district issues, and teachers' professional development implementations are reviewed and any needed program adjustments considered.
2. Each school's Special Education Team held several stakeholders meetings in SY2013-14 to facilitate parental and community involvement and increased program support.
3. Henceforth, an annual parent/community meeting will be held by each school's SWD teaching team to present all information that has been gathered. At the Stakeholders' meeting, central office administrators, including the superintendent, teachers, school level administrators, paraprofessionals, parents, business partners, and community support personnel are invited to participant in the planning process. This meeting is a planning session: topics of discussion include strategies that can improve instruction, ideas to improve school climate and attendance, means to increase parental and community support, methods of meeting the requirements for planning and implementing Flexible Learning Program plans in the district's two schools designated for FOCUS support by Georgia DOE. The data are presented to the committee and after discussion, prioritization of needs and action planning that address equity components are developed. This leads to a district wide meeting of central office personnel, building supervisors, and instructional leaders. At this time student, staff and district needs are prioritized for the upcoming year. Professional development activities are addressed to assure their match to identified need areas. Plans are coordinated to meet the prioritized needs through various programs, including Title I, Title II A, and Professional Learning

Timeline: May – June annually; Ongoing staff planning meetings
Person(s) responsible: Central office administrators, Principals, School Leadership Teams

Parental Notification

Each school has prepared letters that are sent at the beginning of school to parents to notify them that they may request information about the professional qualifications of their children's' teachers in regards to certification, college major/graduate certifications or degrees held as well as the qualifications of the paraprofessionals that may serve their children. The letters also contain the procedure for requesting such information as well as the definition of highly qualified as stated in The Elementary and Secondary Education Act reauthorized March 13, 2010 (ESEA). This information is also presented at school orientations and parent meetings. The schools have prepared letters to send to parents of students who have attended classes for 20 consecutive days or more with a teacher who was not considered highly qualified by ESEA standards and includes information about steps being taken to hire a teacher who is highly qualified or to help the teacher in question to become highly qualified. The sending of the appropriate letters will be documented at district level planning meetings by school principals using a district implementation checklist and including sample letters that will become a part of the minutes of the

meeting.

(SPP/APR Indicators #16, #17, #18 & #19) LEA will resolve timeline requirements for dispute resolution to include formal complaints, mediation, due process hearings and resolution sessions
District had no formal complaints or mediations to address during the 2013 -2014 school year.   LEA adopted a 504 Complaint Procedure in accordance with the Office of Civil Rights. The OCR requested a statewide action for 504 due process procedures.

 An annual stakeholders' meeting will be held to present annual data from all district programs. At the stakeholders' meeting, central office administrators, including the superintendent, teachers, school level administrators, paraprofessionals, parents, business partners, and community support personnel are invited to participate in the planning process. This meeting is a planning session: topics of discussion will include strategies that can improve instruction, ideas to improve school climate and attendance, means to increase parental and community support, methods of meeting the requirements for planning and implementing Flexible Learning Program plans in the district's two schools designated for FOCUS support by Georgia DOE. The data are presented to the committee and after discussion, prioritization of needs and action planning that address equity components are developed.

☑**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.

Descriptor 16

Seminole County School District will provide support to any of its schools designated by the DOE to write and implement a Flexible Learning Program plan. The district will provide professional learning in conjunction with DOE for staff involved in the planning and implementation as well as funds for program needs. Consultation by district staff with school administrative staff and alignment of school goals with district goals will ensure that staff will receive professional learning in the areas of assessed need for the school.

The district contracts with an educational program consultant to provide technical assistance to schools and the district for planning and implementing federal programs. SCES and SCMHS completed SACS accreditation in SY2010-11 and SY2009-10, respectively. Part of the process involved a peer review committee to approve the plans which were tantamount to school improvement plans. Future modifications will be submitted to a peer review committee which will assess the plan and offer commentary to the school for any needed revisions.

The district has contracted with DOE to provide a school improvement specialist to monitor school improvement implementation at SCMHS and SCES and to meet regularly with school leadership teams to assess progress on the current School Improvement Next Steps Action Plan and to make revisions as needed for the next 45-60 day cycle. Each school's team includes the school's differentiation coach, academic coach, counselors, school administrators, representative teachers, the parent involvement coordinator, the assistant superintendent, and the director of special education. The teams use Indistar, an online program designed to guide improvement teams — whether district, school, or both — through a continuous cycle of assessment, planning, implementation, and progress tracking. Focus will be clear, responsibilities assigned, efforts synchronized.

The district will collaborate with DOE and RESA specialists to provide interventions and supports to its schools designated by DOE as Focus schools as they analyze student data to identify and prioritize at-risk subgroups of students and develop a Flexible Learning Program plan for each Focus school including a reasonable, feasible budget to provide necessary staff development and resources and curricular material. Leadership teams will be developed and will meet twice each school month to develop and implement short-term action plans and monitor implementation of actions, strategies, and interventions to support the under-performing subgroups and high needs students. The district will collaborate with other support agencies to meet the specific needs of the Focus Schools. The district will collaborate with DOE in evaluating the progress of the implementation in the areas of Customer Satisfaction, Service Delivery (compliance with laws and regulations), Effectiveness in contributing to increased student academic achievement and performance on state education standards. The district will seek to enable schools to excel in the six characteristics of effective schools that succeed in closing the achievement gap - that is, 1) Leadership, 2) Effective teaching, 3) Data-driven instruction, 4) Extended learning time, 5) a Culture of high expectations, and 6) Job embedded professional learning.

☑**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.

Descriptor 17

Remediation and acceleration will be provided for students who are identified as at – risk, disadvantaged, migrant, students with disabilities, or limited English proficient students through the implementation of each school's Flexible Learning Program. The district will collaborate with DOE and SWGaRESA to provide training for staff involved and to provide resources for implementing the program.

Under Georgia's Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Waiver, Georgia schools no longer have to provide Public School Choice under the No Child Left Behind Act of 2001 (NCLB) but must comply with Georgia's Intradistrict Transfer Option. The option allows parents to request a transfer of their student from an assigned school to a school of the parent's choice within the school district where the student resides. Since there are no schools with overlapping grades in Seminole County School District, the option for students to transfer to another school in the district is not available. Title I schools are required to provide parents or guardians of students in the district with this information.

Even though not funded by state money, the district provides a full-time ESOL teacher with local funds.

☑**Is Plan Descriptor Revised?**

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

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

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

Descriptor 18

All teachers and administrators have met the requirements for demonstrating technological literacy either through completion of InTech training or by passing the required test.

Equity plan IV.1 Provide the teacher HiQ Percentage for the current year

100%

Equity plan IV.2 Provide the paraprofessional HiQ Percentage for the current year

100%

All paraprofessionals have met HiQ requirements. All formerly non-HiQ teachers in the Special Ed program are now certified in field. Seminole County Schools will begin the 2014-15 school year with 100% core content teachers Highly Qualified. All teachers who do not have a clear, renewable certificate as well as all teachers who become Non-Hi Q due to reassignment or as a newly hired teacher will have a remediation plan.

Equity Plan IV.3.a Process for developing a remediation plan in accordance with the guidelines in Section V of the Title II, Part A Handbook for each non-highly qualified teacher and paraprofessional.

Should a teacher become non-Hi-Q through transfer of responsibilities, emergency hire, etc., the school principal is instructed to prepare a written remediation plan for

the individual and report to Leadership Team and Title II-A coordinator that the plan is in place.
Title II-A funds may be utilized for professional development of identified needs of non-HiQ instructional staff.

EP IV.3.b. Monitoring process to ensure each non-HiQ teacher and paraprofessional is implementing the remediation plan and making progress toward HiQ status.

Progress monitoring will include electronic communication between all involved parties, meetings at the school and district-levels, and the submission of observations and logs by coaches and administrators to school principal and Title II-A coordinator.

Equity Plan IV.4.a. Development of a remediation plan in accordance with the guidelines in Section V of the Title II, Part A Handbook for each teacher who does not hold a clear renewable certificate.

At monthly leadership meetings, principals will report on HiQ status for their schools and furnish a list of any non-HiQ teachers/paraprofessionals. They will prepare a written plan for progress towards HiQ status for any relevant employees and report on status at these meetings.

Equity Plan IV.4.b. Monitoring process to ensure each teacher who does not hold a clear renewable certificate is implementing the remediation plan and making progress toward obtaining a clear renewable certificate.

This progress monitoring will include electronic communication between all involved parties, meetings at the school and district-levels, and the submission of observations and logs by coaches and administrators to school principal and Title II-A coordinator.

If the district must hire a non-HiQ teacher or paraprofessional, the appropriate principal will develop with the individual a plan addressing the issue and the district will support the individual in becoming HiQ. Priority of fund use will be assuring equitable distribution of high quality instruction. Funds will be utilized for professional development of identified needs. Previous funds have been directed to TAPP teachers, but this is no longer a need for the district.

The district will monitor any plans related to becoming HiQ. At monthly leadership meetings, principals will report on HiQ status for their schools and furnish a list of any non-HiQ teachers/paraprofessionals. They will prepare a written plan for progress towards HiQ status for any relevant employees and report on status at these meetings.

This progress monitoring will include electronic communication between all involved parties, meetings at the school and district-levels, and the submission of observations and logs by coaches and administrators to school principal and Title II-A coordinator.

A requirement for selection of any ESOL teacher is a demonstrated record of ability to communicate fluently in English and is verified in the interview process. The ESOL teacher selected has worked quite well with the students and staff in the district as an effective elementary school teacher. The interview process provides ample opportunity for administrators to confirm the teacher's fluency in English, which is the language of instruction.

Each school has prepared letters that are sent at the beginning of school to parents to notify them of their "right to know" certain information, that they may request information about the professional qualifications of teachers in regards to certification, college major/graduate certifications or degrees held as well as the qualifications of the paraprofessionals that may serve their children. The letters also contain the procedure for requesting such information as well as the definition of highly qualified as stated in ESEA. This information is also presented at school orientations and parent meetings. The schools have prepared letters to send to parents of students who have attended classes for 20 consecutive days or more with a teacher who was not considered highly qualified by ESEA standards and includes information about steps being taken to hire a teacher

Schools will implement the following procedures to address the Equity Indicators:

Equity Indicator: Annual Needs Assessment

 Activity
1. Each school will conduct an annual needs assessment in the spring to determine professional learning needs and priorities including HiQ needs and training for meeting diverse needs of students. The assessment will also address issues related to recruitment and retention of HiQ teachers and paraprofessionals. Each professional learning opportunity provided will be reviewed for effectiveness and relevance and any adjustments to plans made at school and district regularly scheduled planning meetings.
     Time Frame: May; Ongoing staff planning meetings
      Person (s) Responsible: Principal; School Planning Teams

2. District will conduct an annual planning meeting to consolidate lists of schools' needs, to coordinate planning to meet common prioritized needs and determine funding sources, and to share program goals and accomplishments with stakeholders.
     Time Frame: May; Ongoing staff planning meetings
      Person (s) Responsible: Central office administrators

3. School planning teams will review process and implementation of strategies to assign students equitably to HiQ and experienced teachers, to train teachers to meet diverse needs of students, and to achieve balanced classes related to achievement levels, race, and geçnder. Each school's process will be followed at registration for classes and when new students are enrolled. Each school is developing data teams to monitor student achievement for input and program adjustments at regular progress meetings.
     Time Frame: Ongoing registration processes; Monthly meetings
      Person(s) Responsible: Principals, School Planning Teams, , Student Support Team Coordinators, Response To Intervention Coordinators

4. Ongoing reviews of relevance and effectiveness of professional learning activities completed will be a part of the School Planning Teams' regular meetings and of the district level administrative staffs' monthly meetings with school administrators. Any unforeseen relevant professional learning experiences may also be considered.
      Time Frame: Monthly or each nine-week grading period.
      Person(s) Responsible: Superintendent. Assistant Superintendent, Principals

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Equity Indicator: Equity of Stakeholder Involvement

Activity
1. District and school administrators will continue to involve teachers, administrators, parents and community representatives in the planning process. Representatives from the community and parents are invited to every planning meeting where student academic issues, school and district issues, and teachers' professional development implementations are reviewed and any needed program adjustments considered.
     Time Frame: May – June, Ongoing staff planning meetings
      Person(s) Responsible:Central office administrators, Principals

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Equity Indicator: Teacher Equity Experience

1. District and school administrators will maintain appropriate data to monitor HiQ status of teachers prior to making class assignments and before hiring new teachers.
     Time Frame: Beginning of each semester
      Person(s) Responsible: Principals, Counselors, CPI Recorder

2. School administrators and counselors will continue to use stratified –random process to assign equal numbers of students to classes of same subject to achieve balance in class size, equal distribution of students by achievement level, race, gender.
     Time Frame: Ongoing
      Person(s) Responsible: Principal, Counselors

3. School administrators and counselors will monitor and minimize placement of students in non-HiQ teachers' classes. They will notify parents of students who have non-HiQ teacher.
      Time Frame: Beginning of each semester
      Person(s) Responsible: Principals, counselors

Equity Indicator: Class Size Equity

Activity
1. District will monitor number of teachers needed and will strive to provide an adequate number of experienced, HiQ
teachers.
     Time Frame: Beginning of each semester
      Person(s) Responsible: Principals, Superintendent

2. Schools will use Title I-A funds to provide supplementary teachers to reduce class size for reading/language arts and math in grades 1-8. This has been perceived by staff and stakeholders in various planning meetings to be an effective way to improve academic achievement of students. Recent research reported in Research Points, Fall 2003 | Volume 1, Issue 2 published by American Educational Research Association corroborates the efficacy of maintaining low student:teacher ratios, particularly throughout the elementary grades. Minority and low income students received the most benefit.
     Time Frame: Ongoing
      Person(s) Responsible: Principals, Title I-A Director, Title II-A Director

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Equity Indicator: Teacher Preparation and Ability to Meet Diverse Needs of Students

Activity
1. As a part of the annual and ongoing needs assessments for Professional Learning, school administrators will assess teachers' level of training for meeting diverse student needs and their perceived level of expertise and implementation of the strategies. School data teams and content coaches continually monitor implementation of training for

meeting diverse needs of students and share findings at planning meetings.
    Time Frame: May-June Monthly
     Person(s) Responsible: School Professional Learning Committees, Central Office Administrators

2. District and school administrators will provide teachers with opportunities to receive either basic or additional training in strategies to differentiate instruction.
    Time Frame: Ongoing
     Person(s) Responsible: District Professional Learning Director, Title II-A Director

3. School administrators will provide mentors for teachers who lack training or experience and need additional help implementing the strategies for meeting diverse student needs.
    Time Frame: Ongoing
     Person(s) Responsible: Principal

Equity Indicator: Retention of HiQ, Effective Teachers

Activity
1. District and school administrators and school staff will strive to provide supportive, pleasant work environment incorporating the following factors that research links to teacher retention:
· Schedule and facilitate opportunities for positive parent/teacher communication
· Handle disciplinary problems in an appropriate and timely manner,
· Encourage and support teachers in the implementation of curricular improvement initiatives through training and mentoring
· Implement measures to increase a positive school climate such as well-maintained buildings and adequate teaching resources
· Promote a safe learning environment with security devices and an automated emergency alert system
    Time Frame: Ongoing
     Person(s) Responsible: Central office administrators, Principals

2. The district's retention of HiQ, effective teachers is high. If the situation changes, district and school administrators will investigate strategies used by other districts that have limited turnover of instructional staff
    Time Frame: Ongoing
     Person(s) Responsible: Central office administrators, Principals

3. District and school administrators will investigate use of Title II-A funds to provide incentives to retain effective, highly qualified teachers in the event that the district's retention rate of HiQ, effective teachers becomes problematic.
    Time Frame: Ongoing
     Person(s) Responsible: Central office administrators, Principals, Title II-A Director,

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Equity Indicaor: Recruitment and Teachers Placement of HiQ, Effective

Activity
1. When district needs to hire a significant number of new staff members, district and school administrators will participate in recruitment fairs at teacher preparation institutions, refer to DOE webpage, and recruit in neighboring states to secure HiQ staff.
    Time Frame: Ongoing
     Person(s) Responsible: Central office administrators, Principals, Title II-A Director

2. When needed, district administrators will use Title II-A funds to prepare flyers and brochures to recruit HiQ teachers.
    Time Frame: Ongoing
     Person(s) Responsible: Central office administrators, Title II-A Director

3. District and school administrators may investigate use of Title II-A funds to provide incentives as recruitment ploy, as needed for recruiting HIQ teachers.
    Time Frame: Ongoing
     Person(s) Responsible: Central office administrators, Principals, Title II-A Director

☑ **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.

Descriptor 19

Student data is analyzed at the district, school, and classroom levels. The data is used to determine the needs of all students at all levels. Personnel from the central office serve on the leadership teams. The teams which include administrators and teaching staff determine the professional learning that is needed schoolwide or district-wide. Formal training is provided, when appropriate, and teachers receive additional professional learning through demonstration lessons by coaches and teachers, peer observation schedules, collaborative teacher meetings, and study groups.

State, local, and Federal funds provide substitute teachers for released time or stipends for teachers, as needed. They also provide travel and registration funds for other workshops or conferences. Training opportunities are provided to enhance pedagogical knowledge and skills in specific content areas identified by data from the state's testing

program. Recent content workshops were provided for math teachers 6-8 to impact on student achievement at the high school level in future years.

The district will continue to use those funding sources to provide on-going training and classroom support for implementing research-based programs and strategies such as Universal Design for Learning and Differentiation, Learning-Focused Schools, Differentiated Instruction, and Specialized Instruction for SWD in grades K–12. Funds are also being used for the training of teachers in standards-based instruction. Training opportunities are provided for the Parent Involvement Coordinator, the Student Service Provider, and the SWD Parent Mentor to develop strategies for encouraging parent involvement and overcoming obstacles to that involvement. They share that information with teachers and administrators to impact parent involvement planning in the schools. The ESOL coordinator and teacher attend DOE workshops related to implementation of the program and meeting the needs of EL students. The information gained is shared with other teachers and administrators through staff meetings and consultation.
Since all staff are technologically literate, opportunities will be provided to enable them to enhance those skills for more effective impact on instruction.

A cooperative agreement between the district and DOE enables SCES teachers to participate in the Schoolwide Positive Behavioral Support Program. The program provides training for teachers in classroom management and strategies for providing reinforcements for good behavior, with a goal of decreasing the number of students removed from quality classroom instruction due to disciplinary infractions. Southwest GA RESA provides workshops each year to train and assist teachers in the process of analyzing test data and using it to organize instruction. School Improvement personnel supplied by DOE and RESA are providing ongoing support in analyzing district achievement outcomes and designing a plan for improvement.

Title II-A Concerns
The needs of all staff are identified and assessed through the district needs assessment administered in the spring of each year. Data is analyzed to help identify the district level and school level priorities. Each school, while recognizing individual needs, is also part of the whole picture so school level activities are shared at a district-wide meeting to assure compliance with state regulations, appropriateness of the activities and collaboration of consultants, etc. District leadership has a renewed focus on utilizing quality educational practices linked to research.

An Annual Stakeholders' Meeting is held to present annual data from all district programs. At the Stakeholders' meeting, central office administrators, including the superintendent, teachers, school level administrators, counselors, paraprofessionals, parents, business partners, and community support personnel are invited to participant in the planning process. This meeting is a planning session: topics of discussion include strategies that can improve instruction, ideas to improve school climate and attendance, means to increase parental and community support, methods of meeting the requirements for planning and implementing Flexible Learning Program plans in the district's two schools designated for Focus support by Georgia DOE as required by GaDOE's ESEA Flexibility Waiver. The data are presented to the committee and after discussion, prioritization of needs and action planning that address equity components are developed.

This leads to a district-wide meeting of central office personnel, building supervisors, and instructional leaders. At this time student, staff and district needs are prioritized for the upcoming year. Professional development activities are addressed to assure their match to identified need areas. Plans are coordinated to meet the prioritized needs through various programs, including Title I, Title II A, IDEA, and Professional Learning.

☑**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.**

Descriptor 20

Each school has a Staff Development/Professional Learning Committee that conducts an annual survey of perceived and program needs. Representatives from each school meet with the assistant superintendent/Title I director, the director of special projects, principals, and special ed director to consolidate, prioritize, and refine the district's three-year professional development plan to meet identified needs.

The effectiveness is determined by evaluation forms administered at the completion of workshops and by training administrators to monitor program implementation as a part of their classroom observations and staff interviews. Information regarding the effectiveness of programs is shared in planning sessions by school and district level professional learning committees.

☑**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.

Descriptor 21

District staff development funds will be expended in priority areas addressed in the district needs assessment. These funds will be utilized for any training approved by administration in the areas of identified and prioritized district needs. Title 1-A, Title II-A, Title V, Title VI, and IDEA funds will be coordinated and used to fund activities that are supplemental to activities funded by state professional learning funds. Title I funds will be used in a supplementary manner to further reduce the teacher/pupil ratio in grades 1-5 at SCES by providing an additional HiQ teacher at each grade level to teach all subjects. Title-I will provide two HiQ teachers for SCMHS, one to teach math in grades 6-8 and one to teach English/ language arts in grades 6-8. The rationale is to maximize student time-on-task for all students by having a smaller student-teacher ratio and to provide

for more small group and/or individualized instruction.

Title IIA will expend funds to support the district's differentiation efforts, paying for 2 differentiation coaches and training for these differentiation coaches, as needed. When needed, Title II-A funds will provide for professional learning for teachers to meet HiQ standards and for paraprofessionals to meet standards.

IDEA staff development funds are supplemental and will be used only for specific training needed by teachers, administration and paraprofessionals for meeting the needs of Students with Disabilities. Any training funded for regular education teachers through other programs will also be available for special education teachers from the same funding source.

The committees selected training opportunities based on the following needs:
1. Student academic achievement will improve in reading, language arts, math, science, social studies, and technological literacy. Workshops/conferences will include the following:
   • Co-teaching (strategies for managing the 2 adult classroom-regular & special education teacher/paraprofessional)
   • Training on working with low income disadvantaged students

- Training on how to carry out the Response to Interventions (RTI) process
  - Differentiating Instruction—Instructional strategies to improve student achievement
2. Staff will be knowledgeable of technology and able to use it for instruction, planning, management, and communication. Workshops/conferences will include the following:
   - Technology workshops for teachers to implement state longitudinal data
   - Special interest area workshops for refining skills with computer productivity programs to enhance materials development and instruction
   - Workshops for integrating Edgenuity into classroom instruction
   - Workshops for using Promethean Boards
3. Teachers and administrators will be provided quality professional learning and ongoing support in areas of identified need and in support of research-based programs being implemented. Workshops/conferences will include the following:
   - Curriculum and other workshops for administrators.
   - Curriculum workshops for teachers
   - Workshops for teachers and administrators to implement Positive Behavior Support & Instruction including support in use of SWISS software online to research techniques for reinforcing specific student behaviors
   - Drug Free and Safe schools workshops such as bullying, bus safety and discipline
4. When needed, teachers will be provided opportunities to enhance their content knowledge and pedagogical skills. Workshops/conferences will include the following:
   - Content related conferences and workshops for teachers
   - Classroom/Behavior management workshops
   - Payment of registration and transportation for course work, programs, or tests for teachers to become HiQ
   - Paraprofessionals will be supported in meeting ongoing requirements for PLUs for maintaining HiQ status.
5. Classroom size reduction in the 1st – 5th grades

History of recent participation in Professional Learning Activities
   - Percentage of professional learning opportunities for FY12 that were scientifically based (high quality) – 100%
   - Percentage of teachers that participated in at least one high quality professional learning activity during FY12 – 100%

District staff development coordinator will assure that staff development funds use will match the priorities determined in system needs assessment, with percentages clearly indicated for fund allocation.

☑ **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.

Descriptor 22

In October of each year the Title I director sends a letter of invitation by certified mail to private schools which serve students who are residents of Seminole County. Designated school officials are invited to attend a consultative meeting to discuss the availability of funds to assist eligible private school students and teachers. The letter includes the date, time and location of the meeting and proposes arrangements for an alternate meeting date if the first is not convenient. It gives the names of the Title I and Title II-A district

contacts and includes a response form.

Historically, no private school has accepted. In the event that a school accepts, the meeting will take place. At the meeting, schools will plan together for the services they need and will discuss a process for handling complaints

☐ **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.

Descriptor 23

Spring test data is analyzed by school and central office staff as disaggregated results for subgroups become available. The results of the analysis are used to "fine tune" school and district plans. Processes, programs, and instructional delivery models are reassessed and revised or eliminated, as determined by school and district planning teams. Changes in plans are then made and shared with stakeholders. Copies of current school and district plans are maintained on school and BOE file servers. Parents or community members may request and receive a copy at the BOE office.

District and school administrators will continue to involve teachers, administrators, parents and community representatives in the planning process. Representatives from the community and parents are invited to every planning meeting where student academic issues, school and district issues, and teachers' professional development implementations are reviewed and any needed program adjustments considered.

☑ **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.

Descriptor 24

A list of identified migrant students will be provided by GaDOE Migrant Education Program (MEP) Region 2. In addition to local resources the district will coordinate with the MEP consortium staff at Abraham Baldwin Agricultural College to provide services to eligible migrant participants.. A Home Language Assessment and Parent Occupational Survey form will be given to all new students at registration to each school to begin the process for identifying students qualified for English to Speakers of Other Languages (ESOL)/Migrant support. Forms of identified migrant students will be faxed to MEP Region 2 office.

The district student service provider will conduct home visits to facilitate students' entry into school and help families to access any community education, health, nutrition or social services needed. Migrant students will be evaluated academically as other students are. If they qualify for ESOL, Students With Disabilities, Early Intervention Program (EIP), or other program support, they will be scheduled accordingly.

The District will provide summer school support for any qualifying migrant students.

Since schools are implementing school-wide programs, all students benefit from Title I services. A migratory Parent advisory council (PAC) program is provided in conjunction with other Parent Involvement Programs. Parent outreach is provided in a language that is understood by the family if at all possible. The DOE TransACT program is used for translation as well as private consultant when needed.

Parents are given information about ESOL, special education, gifted, and other educational programs. Information on health, nutrition and social services is presented using materials furnished by the migrant education agency. Presenters from local agencies such as the Health Department, DFACS, and County Extension office may be involved.

Using the Georgia Department of Education Migrant Allocation Formula, the Seminole County School District will be able to provide additional services for migrant students depending on the amount of funding through:
1. Full time Student Service Provider
2. Translator[s],

3. Tutors,
4. Volunteers, and
5. Supplement materials.

GaDOE Migrant Education Program Region 2 will serve as resource staff to help develop the best service model depending on funds and resources available.

Newsletters and other materials will be translated as needed. Back to school information sent to newspapers in other languages could be added depending on Home Language Survey and willingness of the media.

☑ **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.

Descriptor 25

Counselors at SCMHS serve as registrars. At SCES the school secretary serves as registrar responsible for transferring school records for students. After receiving a written request for a student's school records, documents are prepared and mailed by regular postal service to the receiving school. Faxes are sent only when a written request is submitted.

The district employs a Student Service Provider who speaks Spanish. She helps migrant students' parents or guardians in the education process, if needed. She assists the registrars with Mexican birth certificates.

Sharing of SWD student records is handled by an SWD clerk who operates in accordance with Family Education Rights and Privacy Act.

School districts now share student information/data through PowerSchool and SEMS (an IEP and data program for Students with Disabilities). The National Migrant Student Information Exchange (MSIX) may be used as needed by counselors as part of the enrollment process to make enrollment decisions such as grade placement, course placement, and accrual of credits for migrant students. MSIX can serve as another tool to transfer pertinent school records including information on health as children move from one school to another.

☑ **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.

Descriptor 26

All schools will use Required Information Sheet provided by GaDOE Migrant Education Program (MEP) Region 2. Parents who mark 'yes' in the relevant section will be referred to GaDOE MEP Region 2. Memos will be sent to school principals containing copy of FY14 Occupational Survey. Forms collected during enrollment process will be reviewed by local migrant staff and screened for any possible eligible migrant students. The form is given to all parents or guardians of students at enrollment and is used to identify migrant students entering the schools.

GaDOE MEP Region 2 will provide materials that will be shown to registrars and administrators to provide guidance in the enrollment process for migrants. The materials include instructions for reading a Mexican birth certificate.

Seminole County School District's application requirements are in line with the GA BOE enrollment policy adopted September 2006.

☑ **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.

Descriptor 27

- All teachers (Regular Ed and SWD) and administrators have developed units based on GPS and/or Common Core GPS's
- All Math teachers in grades 3-5 are using technology for students to work collaboratively in small group projects to solve math based problems
- District staff and external Professional Development experts will work with all teachers to improve classroom instruction
- Administrators are encouraged to seek innovative funding resources to share with the staff and school board

Teachers involved in acquiring advanced degrees will be encouraged to focus on strategies that address the following:
- Standards-based, research-based instruction
- Effective tools to collect, manage, and analyze data and conduct job-related tasks to inform instruction and school improvement efforts
- Designing, equipping, and implementing 21st Century type learning environments
- Assessing teacher and student technology literacy

- Improving parental involvement and school-home communication
- Innovative models for funding
- Implementing high-quality professional learning programs that increase teachers' skills to teach more effectively and engage students
- Effective strategies, techniques, and tools for teaching at-risk students

All implemented programs are evaluated as a part of the teacher assessment process. Administrators receive training in the practices and materials of the programs and monitor the implementation through classroom observations. Surveys are periodically made of opinions of teachers, administrators, students, and parents concerning the effectiveness of programs. The professional staff also analyzes student data on state assessments to judge the effectiveness of programs on student achievement.

Results of the analysis of all pertinent data are presented to the Board of Education, to teachers and administrators at staff meetings at each school, and at parent and community meetings.

☑**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.

Descriptor 28

School technology committees set our overall goal for our student-to-computer ratio of 2:1. Including systems not considered modern but are still functional, our current level is approximately 1.86:1. As more funds become available, more computers are being purchased to add additional systems and to replace obsolete systems. Funding sources used to do this are: Title IID, Title I, SPLOST, local funds and various other grants. Our plan is to have at least 2 modern student computers per room, along with a modern teacher workstation, plus several labs located at each school. Included in these counts are special education resource rooms, with assistive technology in place as determined necessary.

The district is in the process of adding more iPad carts at both schools. In addition to computers, we have purchased and will continue to add more diverse technologies, such as digital cameras, scanners, interactive whiteboards, student response systems, laptop and handheld computers, networked black-and-white and color laser printers. These are funded with the same sources mentioned above. All teachers have an iPad for classroom instruction.

Communication between the high school teacher of record for alternative school students and the alternative school staff is effected through email communiqués. The teacher sends information about objectives to be included in teachers' daily lesson plans and materials being used in the classroom.

We determine our levels of technology access primarily with hardware inventories and technology specialist walk-throughs. Our technology specialists, along with teachers and administrators, attend trade shows and ETTC meetings occasionally to keep abreast of current technologies. Our goal is to implement new technologies as the need is determined as to how it applies to improving our curriculum

With the implementation of new technologies, training is delivered either via the vendor installing the technology or via the technology specialists, along with technology proficient teachers, adopting a "train-the-trainer" model.

☑**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.

Descriptor 29

Seminole County Schools will continue to use E-rate to help fund district telecommunications, network improvements to increase throughput for access to the internet by all computers, the district's website, and email. Previously, we pursued Title II-D competitive grants to upgrade technology in the schools. Non-competitive Title II-D grants, when available, and Title VI-B federal grants have also been used to increase access to technology. Currently, the principal funding source for upgrading technology is local SPLOST funds. When other grants become available, the district will consider writing proposals if the grant requirements and goals will address identified district technological needs suitably.

☑**Is Plan Descriptor Revised?**

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

Descriptor 30

The integration of technology into curriculum and instruction is monitored primarily at the school level by the school principals and/or school-level curriculum director. To determine the level of technology implementation, lesson plans are created each week by the teachers that tie back to Common Core Georgia Performance Standards (CCGPS). The lesson plans are reviewed and maintained in the school administrative offices. Teachers are encouraged to implement more and more technology as new lesson plans are developed. Georgia Learning Connections has become a very valuable resource to our teachers, not only as a reference to CCGPS objectives, but also for lesson plans that might help them in teaching their students.

The principals, as members of the district-wide technology committee, report their findings on at least an annual basis. The Curriculum Director is responsible for determining the technology requirements from the CCGPS objectives and how they should be implemented at the school level. From principals' reports and from CCGPS objectives, district-wide guidelines for integration into curriculum and instruction are determined. These guidelines are then communicated to the classroom instructors by feedback from the principals and the school-level technology committees.

☑**Is Plan Descriptor Revised?**

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

Descriptor 31

The district encourages the use and implementation of innovative strategies for delivery of specialized academic courses and curricula. We offer one on-line AP class (Psychology) for our 10th through 12th grade students. In addition, we are now offering several in-house AP classes.

We have switched our web site hosting and email services to Google, an outside vendor. This lessens the burden placed on the technical staff as to ongoing maintenance. It also gives an integrated, consistent look to the district and school web sites. Email services are tightly integrated with the web services, so any learning curve will be lessened. As part of the email services, students will be given email accounts that can be monitored and controlled by an administrator. The integrated system also offers discussion boards, so that teachers can have students offering thoughts and ideas to whatever topic they're working on.

It also includes file storage/drop off capabilities so that students can email assignments to their teachers. As this type of technology is implemented more and more, not only is technology literacy enhanced, but also communication between students, teachers, parents, administrators and the general community is expanded. Distance learning also

becomes a real possibility at that point. The new web hosting system will also support surveys and interactive discussions, allowing us to get quicker and better feedback.

☑**Is Plan Descriptor Revised?**