

LEA Consolidated Application

District Code: 696 **District Name:** Marion 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.

The Marion County School District uses high quality student assessments to conduct the comprehensive annual and on-going needs assessment to determine the academic needs of all students, including homeless students, students with special needs, migrant students, and EL students that may be in our system, and plan for school improvement. The Professional Standards Commission (PSC) equity and HiQ data sites are also used as a resource in the needs assessment of teachers and administrators. There are no assessed equity needs.

The Marion County School District uses a number of high quality academic assessments, in addition to those identified by the State, to determine student success: 1. To determine success on standards and progress being made toward meeting standards and to inform teachers, parents, and students, we use benchmark tests, teacher made tests, rubrics, and computerized assessments-stand alone, program integrated, and internet based. 2. To assist in diagnostic teaching and learning in the classroom, we use local and/or commercial tests and rubrics aligned to standards and curriculum and designed to access students' specific knowledge-base, as well as teacher-made tests and rubrics, and computerized assessments. 3. To determine what revisions are needed to projects, we use local and/or commercial tests and rubrics aligned to standards and curriculum and designed to access students' specific knowledge-base, as well as teacher-made tests and rubrics and computerized assessments. 4. To identify students who have difficulty reading, we use standardized and/or other commercially prepared screening and diagnostic instruments, computerized assessments – stand alone, program integrated, and Internet based, classroom-based instructional reading assessments and rubrics. 5. The home language survey is included in the beginning of the year enrollment packets, as well as given to all new students enrolling during the school year. Academic assessments that will be used to determine the success of students may include, but are not limited to: Criterion-Referenced Competency Tests (CRCT 3-8), Georgia High School Graduation Tests (GHSGT), End of Course Tests (EOCT), Writing Assessment (3, 5, 8 and 11), Georgia Kindergarten Inventory of Developing Skills (GKIDS). Many of these state assessments will become the Georgia

Milestones Assessment System (EOG and EOC). Additionally, STAR Math, Scholastic Reading Inventory, Easy CBM, and other local assessments may be used. Benchmark tests, teacher made tests and rubrics used for student assessment will be advised as appropriate to meet the instructional needs for students. Modifications and accommodations for special needs students are provided to assist in student performance. Progress of special needs students through initial placement and annual review meetings will be shared with teachers, parents, and students. In addition, LEP students will be assessed as determined by state guidelines which currently require administration of the W-APT for screening for ESOL eligibility and ACCESS for annual measurement of progress toward English Language proficiency. Areas of weakness will be identified and remediated based upon the results of the above assessments. Progress of students is shared with administration, faculty, and staff in faculty meetings, leadership team meetings, grade level and subject area meetings. This information is made available to all school councils for their review. Information is shared with parents during parent involvement activities and meetings throughout the year. Progress is shared through the local media via newspaper articles. The Marion County School District report card is available online to all parents.

Based on a review of the data, math continues to be an area of need as well as reading/ELA. Science and Social Studies also remain a focus. In addition, the teaching and integration of the technology NET standards into the curriculum is a priority.

NEEDS ASSESSMENT PROCESS: The needs assessment is conducted annually in the spring to include collaboration of school and district personnel, parents and other key stakeholders. This is accomplished by using formal and informal assessments. Surveys (paper/pencil and electronic) are conducted annually and data is collected from parents, teachers, paraprofessionals, administrators, school councils, business and community leaders, partners in education and others. The LEA hosts a meeting with the superintendent, district office staff, and school leadership team members to discuss the results.

RECRUITMENT: Recruitment of highly qualified and highly effective teachers is a high priority. When the need for Recruitment and Placement of Highly Qualified, Effective Teachers arises, the school system lists available positions on the Teach Georgia website. School representatives attend job fairs. Other avenues used for recruitment are local colleges/universities and conversations with employees, as well as other local school system administrators. We will focus on minority recruitment during FY 15.

RETENTION: The Marion County School District maintains an excellent retention rate for teachers. Highly qualified, effective teachers are retained in both schools each year to maintain the continuity of instruction. This attraction to the school district includes the facilities, safe learning and working environment, low discipline rate, supportive administrators and colleagues, technology, lower class sizes, adequate textbooks and other materials. The climate of the schools is positive and well disciplined. Newly hired teachers are provided with mentor teachers and considerable orientation activities to acclimate them to their position. At the end of FY14, 2 certified teachers retired and 5 certified teachers did not renew their contracts. One non-certified personnel retired. Replacements are as follows: 1 first year general education teacher, 1 general education teacher with 4 years experience, 1 general education teacher with 6 years experience, and 1 first-year speech pathologist.

PROFESSIONAL LEARNING: Professional learning is planned based on the needs identified by the teachers as well as classroom observations and student performance. This is an ongoing effort. Staff members are surveyed as to what they perceive their needs are in accordance to the Georgia Keys to Quality and becoming fully operational in implementing standards-based classrooms, utilizing formative assessments, increasing rigor and making data driven decisions for instruction. The following is a list that includes, but is not limited to, professional learning activities provided in FY14. Administrators, teachers, paraprofessionals and other non-certified personnel participated in these: Child Abuse and Neglect, Advanced Placement Course workshops, Bus Driver Safety, Chatt-Flint Transition Alliance, Confidentiality: FERPA, HIPAA, Open Records, CTAE Career Tech Education Summit, Data Collections Conference, Different and Specialized Instruction, Writing workshops, ESEA Waiver for Focus School Summit, Federal Programs: Focus School, Parent Involvement, Title I CLIP, Waiver, Fraud and Other Corrupt/Illegal Conduct, GA Parent Involvement, GA Parent Mentor Partnership, HIV and Communicable Diseases, Homeless, IEP's, Migrant and EL students, Professional Standards, Ethics, Smart Response Clicker Training, Smart Board Training, Digital Storytelling workshop, State Best Practices, SLDS, First Aid/CPR, CCRPI workshop, Community Eligibility Option, Legal Issues Updates, TKES/LKES: training, certification and updates, Assessment and Data workshop, Testing Best Practices, SRO workshops, GAA, SLO's, PowerSchool, Engaging Students with the Practice of Science for paraprofessionals, Guided Math-Strategies for Differentiation, Indistar, Integrating UDL and AT to Close Achievement Gap, Making Connections for School Improvement, Math Design Collaborative training, Planning Differentiation through UDL Framework, Reading Workshop-Phonics/Fluency, Youth Apprenticeship Program, Tribunal Hearing Training, and Differentiation of Instruction.

CLASS SIZE REDUCTION: The LEA ensures that the average class size for each school follows state guidelines to ensure continued equity in class sizes for all students. A needs assessment is conducted to assess the grade levels where class size needs to be reduced for each school. Class size shall be comparable in all schools, regardless of demographics of the students to ensure equal opportunity for all students. Class sizes are generally lower than average in primary and middle grades. For FY15 one additional teacher will be placed in each of grades 6-8. This will reduce the class size in each of these grades in order to meet the needs of students. Also, an additional teacher will be assigned in K, 4th, and 5th grades to reduce the class size based on needs.

NON-HIQ TEACHERS AND PARAPROFESSIONALS:

100% Teachers are HiQ

100% Paraprofessionals are HiQ

EQUITABLE OPPORTUNITIES FOR ALL STUDENTS IN THE AREAS OF TEACHER QUALITY, EXPERIENCE AND CLASS SIZE: All students shall have teachers with equitable teaching experience, regardless of the demographics of the students served. The system has a higher percentage rate for mid-level and high-level teacher experience. Of the

certified personnel in the Marion county School System 14% have 1-5 years of experience, 14% have 6-10 years of experience, 24% have 11-15 years of experience, 17% have 16-20 years of experience and 32% have 21+ years of experience.

LIST OF PRIORITIZED NEEDS:

Prioritized System Needs FY2015

1. Reduced Class Size: As an opportunity to better serve the individual needs of students, the system will provide additional teachers in order to reduce class sizes. (class-size reduction teachers, middle school (3), elementary school (3))
2. Standards-based instruction: Continue training, student instruction and support (supplies and materials) for implementation/use of standards-based instruction with focus placed on math, science, social studies, reading, ELA and writing. (elementary and middle high school)
3. TECHNOLOGY: Continue to provide technology training for personnel and implementation of student instruction, equipment and follow-up, and to provide technology software programs that support academic instruction; to include but not limited to:
 - A. SmartBoard; Student Response Systems; Digital story telling (digital cameras, camcorders, microphones, headsets, computers, software, etc.); Document cameras
 - B. Effective instructional use of technology in all classrooms with emphasis on Science
 - C. Continuation of elementary technology ELA lab to support ELA instruction and NETS standards
4. Classroom Management: Continue to reinforce classroom management activities (elementary and middle high school)
5. Credit Recovery and Accrual: Continue with GradPoint program with training/update-software program for graduation rate/Alternative Education/Second Chances Program to assist with credit recovery, credit accrual, and remediation
6. Scholars Academy: Continue with fourth year of program for accelerated learners (Scholars Academy, MCHS)
7. Data Driven Decisions: Continue to reinforce the planning of instruction based on data analysis and progress monitoring (common assessments) for differentiation of instruction
8. Special Education: Continue with training and support for successful co-teaching models in the classroom
9. Recruitment: Support recruitment and placement of highly qualified and highly effective teachers, with an emphasis on minority recruitment
10. TKES and LKES: Provide training and support for the implementation of the new teacher and leader evaluation tools (to include development and implementation of Student Learning Objectives, SLOs)
11. School Safety focus; personnel, monitoring and equipment
12. **Work towards providing music and art for students (K-12)

The school system equity needs will continue to focus on "Teacher Preparation and Ability to Meet Diverse Needs". While improvement has taken place over the last year, there continues to be a need for improvement. As teachers appear to be feeling better trained in this area after continued professional learning, the teachers themselves have expressed a need via survey responses to continue in this area as well. Further implementation of professional learning in,

for example, the areas of differentiated instruction and use of technology will take place. During the summer and school year administrators and/or teachers will attend approved training opportunities provided by GaDOE, RESA and other sources and re-deliver training for others in the LEA. Continued progress monitoring and observations will be needed to assist the teacher in further increasing their ability to develop and use differentiated instruction based on the diverse needs of students. Evaluation: PL sign-in sheets and agendas, evaluation of professional learning opportunities, teacher observations/evaluations, Focus Walk checklists, benchmark assessment results, state assessment results.

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;

The Marion County School District uses high quality student assessments to conduct the comprehensive annual and on-going needs assessment to determine the academic needs of all students, including homeless students, students with special needs, migrant students, and EL students that may be in our system, and plan for school improvement. The Marion County School District uses a number of high quality academic assessments, in addition to those identified by the State, to determine student success: 1. To determine success on standards and progress being made toward meeting standards and to inform teachers, parents, and students, we use benchmark tests, teacher made tests, rubrics, and computerized assessments-stand alone, program integrated, and internet based. 2. To assist in diagnostic teaching and learning in the classroom, we use local and/or commercial tests and rubrics aligned to standards and curriculum and designed to access students' specific knowledge-base, teacher-made tests and rubrics, and computerized assessments. 3. To determine what revisions are needed to projects, we use local and/or commercial tests and rubrics aligned to standards and curriculum and designed to access students' specific knowledge-base, teacher-made tests and rubrics and computerized assessments. 4. To identify students who have difficulty reading, we use standardized and/or other commercially prepared screening and diagnostic instruments, computerized assessments – stand alone, program integrated, and Internet based, classroom-based instructional reading assessments and rubrics. 5. The home language survey is included

in the beginning of the year enrollment packets, as well as given to all new students enrolling during the school year. Academic assessments that will be used to determine the success of students may include, but are not limited to: Criterion-Referenced Competency Tests (CRCT 3-8), Georgia High School Graduation Tests (GHSGT), End of Course Tests (EOCT), Writing Assessment (3, 5, 8 and 11), Georgia Kindergarten Inventory of Developing Skills (GKIDS), STAR Math, Lexia Comprehensive Reading Test, and other local assessments. (Many of these state assessments will become the Georgia Milestones Assessment System, EOG and EOC.) Benchmark tests, teacher made tests and rubrics used for student assessment will be advised as appropriate to meet the instructional needs for students. Modifications and accommodations for special needs students are provided to assist in student performance. Progress of special needs students through initial placement and annual review meetings will be shared with teachers, parents, and students. In addition, LEP students will be assessed as determined by state guidelines which currently require administration of the W-APT for screening for ESOL eligibility and ACCESS for annual measurement of progress toward English Language proficiency. Areas of weakness will be identified and remediated based upon the results of the above assessments. Progress of students is shared with administration, faculty, and staff in faculty meetings, leadership team meetings, grade level and subject area meetings. This information is made available to all school councils for their review. Information is shared with parents during parent involvement activities and meetings throughout the year. Progress is shared through the local media via newspaper articles. The Marion County School District report card is available online to all parents.

Is Plan Descriptor Revised?

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

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

The Marion County School District will participate in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics if selected. The school district will use results along with other data in the planning process to determine professional development focus and revisions to the instructional process. In addition, special needs students' test scores will be used to implement innovative programs.

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.

A. Progress of students which includes dissemination of evaluation results is shared with administration, faculty and staff in faculty meetings, leadership team meetings, and grade level and subject area meetings. This information is made available to all school councils for their

review. Information is shared with parents during parent involvement activities and meetings throughout the year. Student progress is shared through the local media via newspaper articles as well as information made available on the school district website. The Marion County School District report card is available online to all parents.

B. Stakeholders which include community leaders, higher education personnel, parents, administrators, teachers and paraprofessionals are involved in the equity planning process at the school and system levels to accomplish an annual needs assessment and prioritization of identified needs. Frequent meetings with administrators, the System Leadership Team, teachers, and staff members, take place in which school demographic data, classroom observation data, technology progress and analyzing assessment data are reviewed.

Community leaders, parents, and business partners meet at various times to discuss student progress, needs and strategies. School and system representatives meet with the Family Connection, Chamber of Commerce, and Pastors Partnering in Education which involves parents and other community leaders for collaboration and sharing of student progress. Both schools have active participating School Councils that meet quarterly to address student and teacher needs and address continuing plans for school improvement. Surveys are conducted for parents, teachers, administrators, and paraprofessionals.

C. Marion County administrators and technology committee personnel are available to present (and have presented) reports to local organizations, committees and local community groups to show progress, evaluation results, and opportunities for involvement where appropriate.

Technology integration in the classroom and in student instruction has received, and will continue to receive, high priority. Classrooms throughout the school district are equipped with Smart Boards for instruction and teachers and paraprofessionals have been provided training opportunities. Student response systems, digital cameras, document cameras, digital story telling (movie making) training, participation in the Georgia Movie Academy competition, additional technology labs and instructors, wireless internet and additional instructional software programs are but a few of the technology advances made within our school district. Teachers are required to integrate technology into the curriculum to improve student achievement. Additional goals include the purchase of additional computers and technology equipment, purchase and implement researched based software, and provide appropriate training for all staff.

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.

The Marion County School District will provide additional educational assistance to individual students, including disadvantaged students, migrant students, limited English proficient students and students with disabilities who are not meeting standards focusing on Reading and Math. Educational assistance opportunities include, but are not limited to, extended day programs, extended year programs (summer school), class size reduction, Title I school-wide program and Early Intervention Program (EIP) assistance, Focus Learning (FLP) assistance at the elementary school, counseling programs, supplemental educational programs such as Reading Counts, Accelerated Math, and GradPoint, and parent involvement workshops and opportunities in the school. A paraprofessional provides instructional support to migrant students. School forms and information in other languages are provided to parents and students through the Transact program. Translators will be provided to non-English speaking students.

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.

The Marion County School District will coordinate all Federal programs to provide professional learning for all teachers on the integration of technology into the curriculum and instruction. Approximately 100% of Marion County teachers have completed InTech or college coursework training and are integrating technology into their lesson plans. Technology training will be on-going and will focus on promoting student achievement through technology integration. As all of our teachers are technology trained, technology integration has become the focus for improving students' technology literacy skills. With the implementation of Accelerated Math in grades 2-8, and the continuation of the Reading Counts program, we expect student achievement in reading and mathematics, as well as technology skills, to improve significantly in the next 3-5 years. Research has proven that Accelerated Math and Reading Counts programs have produced an increase in student achievement and the desire to learn. Other examples include OAS benchmark assessments, USA Test Prep, CRCT on-line, GradPoint, and Reading Counts. Continued technology integration training, funded by Title I, Part A, Title I, Part C, Title II, Part A, Title II, Part D, Title III, Title V, Title VI, Part B, and IDEA will be provided for teachers to continue technology integration training. Teachers and students participating in this training will actively use the Internet and research-based programs to gather information and data for research projects and assignments. Funds will provide workshops, through GDOE and Chattahoochee-Flint RESA, as well as other agencies, for administrators, teachers and paraprofessionals. Professional learning activities will not only

be for training of appropriate programs, but also for alignment of the QCC/GPS/CCGPS objectives. State Professional Learning funds will be made available for qualified participants for professional development within their fields. Classroom management and/or school safety workshops will be held for all appropriate faculty and staff. All Reading teachers will participate in professional learning in the areas of reading comprehension and vocabulary. The Marion County School System has in place a team of individuals dedicated to supporting technology on all levels. In each school there are two individuals tasked with the support of technology. The Technology Director is responsible for all technology purchases and activities.

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.

The Marion County School District has determined the goals and objectives for student technology literacy are for all students to be technologically literate by the end of 8th grade. The standards for measurement of assessed student technological skills are listed below: Technology Integration Standards In Grades K-5- Students are offered instruction in technology skills to include scheduled instruction in the computer lab. Kindergarten – Includes: Identifies basic technology tools. Demonstrates understanding of basic technology and telecommunication tools. Demonstrates an understanding of the uses of technology and communication tools at home and in the community. Follows established rules for the care and use of technology tools. Operates basic technology tools and applications. Utilizes technology tools to facilitate the writing process with teacher guidance. Uses multimedia tools to express ideas with teacher guidance. Uses technology to gather information and communicate with others with teacher guidance. Recognizes appropriate uses of information and information technology. Uses basic research techniques with teacher guidance. Uses technology to solve problems and make decisions with teacher guidance. First Grade - Includes above and adds the following: Uses technology tools to create charts and graphs with teacher guidance. Second Grade - Includes above and adds the following: Uses brainstorming/webbing software in planning, organizing, and pre-writing with teacher guidance. Third Grade - Includes above and adds the following: Utilizes technology tools to facilitate the writing process as Stated in K with teacher guidance. Uses multimedia tools to express ideas. Uses technology to gather information and communicate with others. Demonstrates ethical and legal use of technology and information. Fourth Grade - Includes above and adds the following: Demonstrates an

understanding of the uses of technology and telecommunication tools in society. Demonstrates appropriate and effective care and use of technology tools. Applies word processing/desktop-publishing tools to facilitate the writing process. Manages information with databases and spreadsheets. Uses telecommunication tools and online resources to communicate with others, gather information, and express ideas. Fifth Grade - Includes above and adds the following: Uses telecommunication tools and online resources to communicate with others, gather information, and express ideas. Identifies and uses technology tools to solve problems with teacher assistance. In Grades 6-8 the student: Middle school students are offered the CTAE Business and Computer Science courses. Sixth Grade – Includes: Identifies basic technology tools. Manipulates a variety of similar hardware and software. Demonstrates appropriate and effective care and use of technology tools. Operates basic technology tools and applications. Diagnoses and corrects a variety of common technology problems. Creates, modifies, and edits documents using word processing and desktop publishing tools. Creates, manages, and utilizes information using database tools and applications. Creates, manages, and utilizes information using spreadsheet tools and applications. Uses basic design principles to communicate effectively and enhance the message. Uses multimedia tools to express ideas. Uses brainstorming/webbing software in planning, pre writing and organizing. Evaluates, selects, and uses telecommunication tools and online resources to communicate ideas that persuade, describe, inform, or involve. Uses telecommunication tools and online resources to correspond with students locally and globally. Recognizes the appropriate use of information and information technology. Demonstrates and advocates ethical and legal use of technology and information. Uses technology and telecommunications tools to locate, analyze, synthesize, evaluate, apply, and communicate information. Uses a variety of technology tools to solve problems. Seventh Grade - Includes above and adds none in addition. Eighth Grade - Includes above and adds the following: Creates basic web pages using web-authoring software. Uses a variety of telecommunication tools to communicate the results of research projects. Grades 9-12 Students may enroll in the Career and Technical Education courses in the Business and Computer Sciences program. Two pathways are offered in this program. (1). Administrative/Information Support Pathway and (2). Interactive Media Pathway. There are three courses in each pathway. When all three courses in a pathway are completed, the student will be given the End of Pathway Assessment (EOPA). If successfully completed, the student will receive national credentials that will assist the student in advancing to the postsecondary level and/or entering the workforce. In addition, all other CTAE programs/pathways include the understanding and use of technology at various levels. The use of technology skills is further developed through competitive events and activities in the CTSOs (Career and Technical Students Organizations). Ninth Grade - Includes: Demonstrates the essential skills for understanding, using, and managing technology tools. Demonstrates the ability to transfer technology skills into a significantly new situation. Demonstrates skills and knowledge to diagnose and correct a variety of common hardware and computer software problems. Makes informed choices between technology systems and resources based on the capabilities and limitations of the systems and the requirements of the task. Communicates and disseminates technology skills and knowledge in multiple ways. Demonstrates appropriate and effective care and use of technology tools. Creates documents using most word processing functions. Creates documents using most desktop publishing functions. Uses brainstorming/webbing software in planning, pre writing and organizing. Creates, manages and utilizes information

using database tools and applications. Creates, manages and utilizes information using spreadsheet tools and applications. Uses basic design principles to effectively enhance communication. Creates and shares multimedia presentations. Creates basic web pages using web-authoring software. Combines or transfers information from different applications to prepare and present information to solve content related problems. Uses technology tools to convey information and ideas, communicate, and collaborate at all levels from interpersonal to global. Identifies uses of technology and how it changes and affects the lives of people. Demonstrates and advocates ethical and legal use of technology and information. Uses technology and telecommunications tools to locate, analyze, synthesize, evaluate, apply, and communicate information. Identifies open-ended, unresolved problems and selects and uses appropriate technological resources to develop solutions to problems. Tenth Grade, Eleventh Grade, and Twelfth Grade - Includes above and adds none in addition.

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.

Marion County School District ensures that funds are spent on scientifically and/or evidenced-based practices and products for all programs including the purchases of technology and technology tools. Administrators and school personnel evaluate programs to determine program appropriateness for our needs and scientifically-based practices. The Technology Director provides technical assistance to schools to assure that all programs purchased are scientifically-based and/or evidenced-based. We also consult with Chattahoochee-Flint RESA and Columbus State University consultants for recommendations on scientifically and/or evidenced based practices and products prior to purchase/implementation. In the Marion County School District, professional learning is on-going, classroom-based with coaching and mentoring for teachers. Instructional activities shall be provided by the LEA, RESA, and/or State consultants and personnel associated with institutes of higher education. The Marion County School District conducts an annual and on-going needs assessment using, but not limited to, personnel evaluations, summative test data, program effectiveness audits, and/or administrator/staff input. Out of this process evolves a master professional learning plan which includes state paid teachers, Title I teachers, administrators and school service personnel. All professional learning efforts shall be geared toward training personnel to more effectively work with at risk students by improving their skills, techniques, and competency levels. Professional learning activities shall be tied to the State's challenging content and student performance standards and shall be developed with extensive input from teachers to include gender and racially equitable educational methods, techniques, and practices. Professional learning activities shall be on-going and with enough depth and brevity to make and sustain improvements. Professional learning activities shall be aligned with nationally established criteria and help teachers target their instructional practices toward QCC/GPS/CCGPS standards. The Marion County School District complies with the Principles of Effectiveness

for safe and drug-free schools by selecting and implementing scientifically and/or evidence-based practices and products targeting assessed needs.

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.

The Marion County School District provides coordination and integration of services with other educational services to provide all educational opportunities available to our students. Transition activities for Pre-kindergarten and Head Start to the regular program shall be conducted on an on-going basis to ensure a smooth, safe and orderly assimilation process. An Early Intervention Program has been implemented to assist Head Start and Pre-kindergarten to improve program effectiveness. Activities may consist of teachers visiting, collaborating, planning together, and/or student small/large group visitation. The Media Center, as well as assembly programs, may be places to meet jointly to afford opportunities to fuse cross-grade grouping together for meaningful experiences. From primary to middle school the transition activities may include visiting the campus to become familiar with facilities, attending assembly programs, teachers visiting and joint planning and/or student small/large group visitation. Similarly on the high school level, transition activities will be in place for students. Student and parent meetings are provided for informational exchange to rising 8th graders and students new to the school system. Open House and visitation forums are scheduled regularly. For students interested in vocational education, an exploratory program is offered to all students. During this exposure, the student has an opportunity to explore, receive counseling and actually have hands-on experience in a variety of vocational clusters. In the school-to-work transition, students receive counseling, have access to the career center, exposure to various recruiters and are counseled by their individual faculty advisor. All students have exposure and an equal opportunity to participate regardless of whether they are migrant, LEP, disabled/handicapped, immigrant children, at-risk students, homeless, neglected and delinquent youth (N & D), or youth at risk of dropping out. All programs will supplement each other, reducing unnecessary duplication, through on-going communication, collaboration efforts and coordination of programs. All programs, grants, local, state, or federal shall fit into the regular program in such a manner as to support, extend, remediate and/or enrich the

educational experience of our students. Title I teachers, EIP teachers, and regular teachers will meet and plan together to meet the needs of all students. The Marion County School District and schools shall make the staff of the Region 2 Migrant Education Program office part of the School Improvement team and their services will be presented at faculty and leadership team meetings throughout the year.

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.

The Marion County School District has used the Mendez Program which meets the POE (Principles of Effectiveness), based on assessment data and thereby assuring a safe/orderly and drug-free learning environment. The SDFSCP collaborates with various community entities (including parents, community leaders and school officials). Through character education training and standards based instruction, teachers address strategies that prevent violence in and around schools and the illegal use of alcohol, tobacco, and drugs. School Safety Plans are in place with regular employee training and updates. The Marion County School District participates in the GSHS II annually to provide accurate assessment of our needs. Information is shared with parents and school personnel during parent involvement activities and meetings throughout the year. Prevention material shall be made available in other languages if requested. Local school faculty, staff and youth organizations carry out various programs throughout the year that support the effort as well. These include, but are not limited to, Red Ribbon Week, Stop the Violence activities, substance abuse awareness programs, character education and teachers-as-advisers advisement program for students at the middle high school.

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.

The Marion County School District will use the percent of students that qualify for free and reduced meals as the poverty criteria used to determine school eligibility for Title I services. Marion County School District is composed of one elementary, and one middle high school, therefore, no rank order is required. The Marion County School District has one school at the 75% or above free/reduced lunch status at this time.

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.

The Marion County School District delivers Title I services through school-wide programs. Therefore, the multiple selection criteria requirement does not apply.

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.

Marion County Schools operate as Schoolwide. The purpose of the instructional programs shall be to strengthen the overall efforts to provide an enriched and accelerated educational program and to expect all students served to achieve high standards of achievement. Scheduling models which may be used to implement programs shall include replacement, limited pull-out, and in-class. The individual schools, depending on needs, may wish to consider extended learning time through opportunities such as an extended year, before and after school programs, and/or summer programs. Selected supplementary materials, both print and software, shall augment learning from the basal text. Instructional groupings will be small to facilitate meeting the individual needs of all students, including migrant, LEP (limited English proficiency) and students with disabilities which is necessary to build and extend strengths. The school district provides instruction based on the recommendation of the Student Support Team and student's Individual Education Plan (IEP). Instructional strategies shall include: developing thematic units, cooperative learning, peer tutoring, using supplementary materials, writing activities, games/manipulatives, computer-assisted instruction, opportunities for creative experiences, teacher-directed and student-directed activities, individual and small group instruction. Instructional strategies shall be compatible with and in support of the goals and objectives that have been identified in the regular school curriculum and the State's Quality Core Curriculum/Georgia Performance Standards at each grade level. Coordination and collaboration with and between all teachers will take place on a regular basis to eliminate unnecessary duplication and to ensure that participants are exposed to the same high quality curriculum and are expected to master the same material as non-participants. Field trips, if appropriate, may be used to further enhance the understanding of identified objectives. Professional learning activities shall be on-going and directed at strengthening teacher skills, methodologies and strategies in reaching the at-risk students. Additionally, emphasis will be placed on effectively teaching the higher order thinking skills as part of the normal instructional activities. SDFS programs/activities are available to all schools for all students

including those in alternative school settings, after school programs, or other settings addressing high risk youth. Currently the county does not have programs for children in local N&D (neglected and delinquent) centers, nor are there any private schools located within the county or identified homeless children. Should the situation change, these entities would be served as all other eligible participants. The Marion County Schools may elect to operate a summer program if justified by needs. The Marion County School District shall use QBE funds to fund the programs and staff required by QBE.

Is Plan Descriptor Revised?

14. Title I, Part A; IDEA; EHCY

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

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

The Marion County School District has no identified homeless students. The school district shall make an effort to identify and provide services to homeless children. Our school district's attendance officer/social worker will assist with the locating and identification of these students. The attendance officer works closely with DFACS, local health department and other county agencies to identify homeless children. Students identified as homeless will be provided with the same educational opportunities as all other students in Marion County School District. If homeless children are identified, the attendance officer, principals and other central office staff will assess related needs and identify the academic needs of homeless children and plan strategies. The following instruments shall be used to determine needs: CRCT scores, GHSGT, Star Math, and Scholastic Reading Inventory, as well as psychological evaluations for special needs students. Case studies may be used to identify related needs such as a need for personal school supplies. If homeless are identified, they will not be isolated or stigmatized, and will be given equal access to all programs and services provided by the school district. The school district has provided training for teachers on meeting the needs of children affected by poverty and homelessness. Board policy was approved September 2006.

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.

Stakeholders are involved in the equity planning process at the school and system levels to accomplish an annual needs assessment and prioritization of identified needs. Frequent meetings with administrators, the System Leadership Team, teachers, and staff members, as well as classroom observation data, and analyzing assessment data take place. Community leaders, parents, business partners meet at various times to discuss needs and strategies. School and system representatives meet with the Family Connection, Chamber of Commerce, and Pastors Partnering in Education which involves parents and other community leaders for collaboration and plan of action to address the assessed needs. Both schools have active participating School Councils that meet quarterly to address student and teacher needs and address continuing plans for school improvement. Surveys are conducted for all parents, teachers, administrators, and paraprofessionals. Staff members are surveyed as to what they perceive their needs in accordance to the Georgia Keys to Quality and becoming operational in implementing standards-based classrooms, utilizing formative assessments, increasing rigor and making data driven decisions for instruction. LEA Stakeholders include, but are not

limited to, the following: Administrators at the Central Office as well as in the schools, Board of Education members, Central Office personnel, teachers, paraprofessionals, school councils, school leadership teams, departments/grade levels, all parents, students, truancy officer, counselors, government leaders, Chamber of Commerce, business owners, Partners in Education, Pastors Partnering with Education, Georgia Southwestern State University, Columbus State University, South Georgia Technical College, Columbus Technical College, civic organizations.

The LEA compiles data collected from various stake holders and resources. Once the data is reviewed, a list of prioritized needs is developed and presented to stakeholders for review. The final list is approved.

LIST OF PRIORITIZED NEEDS:

Prioritized System Needs FY2015

1. Reduced Class Size: As an opportunity to better serve the individual needs of students, the system will provide additional teachers in order to reduce class sizes. (class-size reduction teachers, middle school (3), elementary school (3))
2. Standards-based instruction: Continue training, student instruction and support (supplies and materials) for implementation/use of standards-based instruction with focus placed on math, science, social studies, reading, ELA and writing. (elementary and middle high school)
3. TECHNOLOGY: Continue to provide technology training for personnel and implementation of student instruction, equipment and follow-up, and to provide technology software programs that support academic instruction; to include but not limited to:
 - A. SmartBoard; Student Response Systems; Digital story telling (digital cameras, camcorders, microphones, headsets, computers, software, etc.); Document cameras
 - B. Effective instructional use of technology in all classrooms with emphasis on Science
 - C. Continuation of elementary technology ELA lab to support ELA instruction and NETS standards
4. Classroom Management: Continue to reinforce classroom management activities (elementary and middle high school)
5. Credit Recovery and Accrual: Continue with GradPoint program with training/update-software program for graduation rate/Alternative Education/Second Chances Program to assist with credit recovery, credit accrual, and remediation
6. Scholars Academy: Continue with fourth year of program for accelerated learners (Scholars Academy, MCHS)
7. Data Driven Decisions: Continue to reinforce the planning of instruction based on data analysis and progress monitoring (common assessments) for differentiation of instruction
8. Special Education: Continue with training and support for successful co-teaching models in the classroom
9. Recruitment: Support recruitment and placement of highly qualified and highly effective teachers, with an emphasis on minority recruitment
10. TKES and LKES: Provide training and support for the implementation of the new teacher and leader evaluation tools (to include development and implementation of Student Learning Objectives, SLOs)

11. School Safety focus; personnel, monitoring and equipment
12. **Work towards providing music and art for students (K-12)

Based on the list of prioritized needs and findings from the data reviewed, the actions and strategies are planned by a team of stakeholders. The plan includes an evaluation of the actions and strategies.

Surveys are administered for parents, teachers, administrators, and paraprofessionals. Staff members are surveyed as to what they perceive their needs are in accordance to the Georgia Keys to Quality and working toward becoming fully operational in implementing standards-based classrooms, utilizing formative assessments, increasing rigor and making data driven decisions for instruction. Once the data is reviewed, a list of prioritized needs is developed and presented to stakeholders for review. From that process the action plan is developed by the Title II director and then reviewed with stakeholders having input.

The following stakeholders assisted in planning and implementation of the Parent Involvement Policy for the Marion County School District: Title I Director/Federal Programs Director, Title I Parent Involvement Coordinator, Federal Programs Administrative Assistant, LK Moss Elementary School Principal, Marion County Middle High School Principal, Secondary Technology Teacher, Special Education Teacher Teachers from all areas, Parent-Mentor, Parents, Business Representatives/ Students. The Marion County School District shall coordinate with and provide training to school staff on the importance and necessity of parent involvement in our schools. Transition activities for Pre-kindergarten and Head Start students to the regular program shall be conducted on an on-going basis to ensure a smooth, safe and orderly assimilation process. Activities may consist of teachers visiting, collaborating, planning together, and/or student small/large group visitation. The Media Center or lunchroom may be a place to meet jointly. Assembly programs may afford opportunities to fuse cross-grade grouping together for meaningful experiences. The Marion County School District holds an annual meeting to inform parents about Title I programs. Documentation may include agendas, minutes, and newspaper articles that are kept on file. The Marion County School District shall review and evaluate annually the Parent Involvement Policy at the annual parent involvement meeting; additionally, the policy is reviewed and evaluated at school council meetings. Parent involvement surveys shall be conducted at the annual parent involvement meeting. The results from the survey shall be used to revise the policy as appropriate. The school district has provided a Parent-Mentor to assist other parents with children with special needs. For further support, monthly parent support meetings are held. Activities conducted to involve parents in the Marion County School District include parent/teacher organizations, parent teacher conferences, parent informational meetings and community workshops, math/science night, art night, Open House, plays, sporting events, book fairs, science fair, and student performances. Parents are involved in multiple areas which may include but not limited to, Red Ribbon Week activities, Community Service Projects, Advisory committees, School Councils, and other school/community workshops. The Marion County School District shall distribute its policy at the parent involvement annual meeting. Additionally, the policy is available at each school and the Board of Education office. Migrant PAC meetings, with established dates and agenda, shall be provided by the Region 2 Migrant Education Program office. Programs available are; Rights and Responsibilities of Parents; Preparing for the CRCT; 8th grade graduation, etc. Parent Compacts shall be available in English and Spanish (as well as other languages depending on the Home Language Survey.) 1. The Marion County

School District reviews the effectiveness of school parental programs or activities annually. 2. The Marion County School District and schools have carried out the six requirements to build parents' capacity to be involved in the school. Please see the six requirements listed below. Examples of how our system meets the six requirements are included after each requirement. Assisting in understanding the State's content standards, academic achievement standards, assessments, monitoring a child's progress, and working with educators; CRCT test results were sent home with students and letters are sent to parents. Providing materials and training to assist their children; Parent involvement workshops are held Educating staff in the value and utility of contributions; Marion County School District provides training/workshops to teachers on working effectively with parents. Coordinating and integrating parental involvement programs and activities with other programs (e.g. Head Start, Reading First) including other activities that encourages and support parents in fuller participating; Title I, EIP, SpEd, Bright from the Start, are integrated. Programs plan together, provide services together, and evaluate the program using a common evaluation tool. Ensuring that information is sent to the parents in an understandable language; and School system personnel make an effort to write materials that will be sent to parents in a user friendly language. The DOE Transact program provides translated material for other language families/parents. Providing such other reasonable support as requested. The Marion County School District maintains parent resources which are available for parents to use and/or check-out. The system purchased Brain Pop which has a Spanish component. Parents have access to this. The system's web page is provided for use by all parents. In addition, parents have access to PowerSchool to access grades and other information.

Parent Notification Procedures

In compliance with the requirements of the *No Child Left Behind* statute, the Marion County School System informs parents that they may request information about the professional qualifications of teacher(s). The following information may be requested:

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

The above information is also included in the Student Handbook.

Procedures are also in place to notify parents of teachers who are not HiQ. Parents are notified by letter of non-HiQ teachers if the following circumstances occur:

1. When the student has been assigned to a teacher who does not meet the qualifications as a highly qualified teacher, or
2. When the student has been taught for four (4) consecutive weeks or more by a teacher

who does not meet the highly qualified requirements.

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.

The Marion County School District has one school that has been identified as a Focus School. In addition to the involvement of the LEA personnel, there has been collaboration with the Georgia DOE personnel in developing a plan of action. In addition, local personnel will attend professional learning opportunities in order to meet the requirement of the CCRPI. The LEA shall give priority to the lowest achieving children from low-income families as determined by the LEA for fund allocation purposes. The school identified as a Focus School shall revise the school plan in consultation with parents, school staff, outside experts, and the LEA. The plan shall cover a 3-year period. It will incorporate strategies based on scientifically based research that will enhance the core academic subjects and address specific academic issues. These practices will assist in meeting the State's proficient level of achievement on the State academic assessment. The school identified as a Focus School will spend at a minimum 5% of the Title I budget to assist in meeting the requirements.

Is Plan Descriptor Revised?

17. Title I, Part A

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

The Marion County School District has one school that has been identified as a Focus School. In addition to the involvement of the LEA personnel, there has been collaboration with the Georgia DOE personnel in developing a FLP. Local personnel will attend professional learning opportunities in order to meet the requirement of the CCRPI. The LEA shall give priority to the lowest achieving children from low-income families as determined by the LEA for fund allocation purposes. The school identified as a Focus School shall revise the school plan in consultation with parents, school staff, outside experts, and the LEA. The plan shall cover a 3-year period. It will incorporate strategies based on scientifically based research that will enhance the core academic subjects and address specific academic issues. These practices will assist in meeting the State's proficient level of achievement on the State academic assessment. The school identified as a Focus School will spend at a minimum 5% of the Title I budget to assist in meeting the requirements.

Based on eligibility requirements, students eligible for the FLP will be determined by an eligibility rubric. Selected students will be provided with an additional instruction program during the school day 2 days a week in the areas of reading and math.

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;

PERCENTAGE OF TEACHERS AND PARAPROFESSIONALS WHO ARE HIGHLY QUALIFIED:

Percentage of LEA teacher that are highly qualified : 100 %

Percentage of LEA paraprofessionals that are highly qualified – 100%

REMEDIATION PLAN: Title II-A funds are budgeted to assist individuals in becoming HiQ. This may include registration for GACE, TAPP registration, and professional learning and endorsement classes. In the event we have teachers or paraprofessionals who are not HiQ, or have teachers who do not hold a clear renewable certificate, remediation plans are developed to ensure HiQ criteria are met in a timely manner. Anyone who falls into this category will meet regularly with the school's principal to discuss the teacher or paraprofessional's needs in order to obtain HiQ status. A remediation plan to include appropriate remediation activities is developed and a timeline is established. The following is the process: The remediation plans... Are developed for all non-highly qualified teacher and paraprofessional and for any teacher who holds a non-renewable certificate. Are developed at the time of hire or class assignment. Include the actions needed for the teacher or parapro to become highly qualified and/or for the teacher with the non-renewable certificate to obtain a clear renewable certificate. Have a target date for completion Are signed by the principal and the teacher or paraprofessional. There is a remediation plan form that has been developed to use in this case. We have only one teacher this year who holds an NNT certificate. He has a remediation plan stating his status and indicating when he will complete his requirements of coursework and GACE assessment. Faculty who are not making adequate progress towards becoming HiQ will either be reassigned to a position where s/he will be HiQ or possibly face termination. Remediation plans are monitored in the same manner as in the required Georgia teacher evaluation program (TKES).

A remediation plan is developed for each non-HiQ teacher or parapro with signatures of the employee and principal included. Based on his/her remediation plan, the teacher/parapro will regularly report progress toward meeting HiQ status to the principal and Title II director. Submission of documentation will be required to demonstrate progress. This would include, but is not limited to, transcripts, course completion documentation, regular written verification from RESA TAPP adviser, and/or a copy of the application submitted for the clear renewable certificate. This documentation will be reviewed and kept on file.

The Title II-A director, through collaboration with the building principals, will verify that all teachers are HiQ by reviewing their courses that have been assigned prior to the start of each semester for block scheduling and prior to each school year for traditional schedules.

Procedures are in place to ensure that parents are notified of parent "right to know" professional qualifications of their child's teachers and paraprofessionals. This information is in the Student Handbook. Parents are also required to sign statements that they have read the Student Handbook. These signatures are filed in the principal's office and a sampling is maintained by the Title IIA Coordinator at the Central Office. In addition, letters are mailed home via standard mail to parents from the school principal the first week of school notifying them of non-HiQ teachers if the following circumstances occur. These letters are also filed in the principal's office and a sampling is maintained by the Title IIA Coordinator at the Central Office.

1. When the student has been assigned to a teacher who does not meet the qualifications as a highly qualified teacher, or
2. When the student has been taught for four (4) consecutive weeks or more by a teacher who does not meet the highly qualified requirements.

Funding will be available to pay for training for teachers in the TAPP program to help them achieve a clear renewable certification status.

Technology Literate: All teachers and administrators are InTech certified or college coursework approved.

A review of the individual's records, recommendations and the interviewing process will take place in order to certify that all teachers in any language instruction educational program for limited English proficient students that is, or will be funded under Title III, are fluent in English and any other language used for instruction, including having written and oral communication skills.

Is Plan Descriptor Revised?

19. Professional Learning; and all federal programs

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

- a. Teach to the needs of students, particularly students with disabilities, students with

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

Teacher Preparation and Ability to Meet Diverse Needs of Students

The Marion County School District provides appropriate professional learning activities for system and school administrators, teachers and paraprofessionals. Programs accepted for professional development must be research based and provide for increased opportunity for student achievement. All professional learning activities are supplemental and follow the guidelines of federal programs. All professional learning programs/resources are aligned with high quality professional learning standards through research based programs and instruction to meet identified instructional needs. To address special needs students, training on inclusion and co-teaching models are offered.

All teachers shall receive training to meet the diverse learning needs of all students.

Marion County conducts an annual and on-going needs assessment using, but not limited to, personnel evaluations, summative test data, program effectiveness audits and/or administrator/staff input. Out of this process evolves a master Professional Learning plan which includes state-paid teachers, Title I teachers, administrators, and school service personnel. Professional learning efforts shall be geared toward training personnel to more effectively work with at-risk students including students with special needs by improving their skills, techniques, and competency levels to include understanding and using test data. Professional learning needs of principals, teachers, paraprofessionals, and parents shall be based on student needs. Professional learning opportunities shall be offered to school personnel and others in the area of Safe and Drug-Free Schools and Communities, including but not limited to, prevention education, early identification and intervention, mentoring or rehabilitation referral as related to drug and violence prevention. Professional learning activities will be tied to the state's challenging content and student performance standards and will be developed with extensive input from teachers to include gender and racially equitable education methods, techniques and practices. Professional learning activities shall be on-going and with enough depth and brevity to make, and sustain improvements. Title I funds may or may not be available depending upon allocations. Title I, Title II-A, Title II-D, Title IV, State and local funds shall be used jointly to provide professional learning opportunities. The Marion County School District shall evaluate the effectiveness of the programs, materials, and strategies currently in use to determine if changes are needed. The District will involve coordinators from all federal and state programs, as well as schools in the annual review. Test data, retention rate, absenteeism and other available data shall be used to evaluate program effectiveness based on the school district's academic needs assessment. Professional learning may be provided to assist teachers in meeting the needs of students with disabilities, gifted and talented students, Limited English Proficiency and migrant students. The Region 2 Migrant Education Program office is available to provide professional learning and assistance to faculty and staff working with migrant students. Other areas that may be included in

professional learning are classroom management training, appropriate and effective ways of involving parents in their children's education, data utilization and assessments to improve student learning, and effective use of technology integration in the classroom. The Marion County School District shall provide training/workshops for teachers to better understand and serve migrant students and families.

Is Plan Descriptor Revised?

20. Professional Learning and all federal programs

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

The Marion County School District annually updates test data and other student/teacher information in our needs assessment for professional learning. The district evaluates the effectiveness of programs currently in use by analyzing test data, teacher/administrator input, and surveys. We involve our district coordinators from all state and federal programs. Student test data, classroom grades, and teacher/administrator input are used to evaluate the effectiveness of programs currently in use. Information is compiled and disseminated to system and school administrators. The Marion County School District shall develop a three-year professional learning plan based upon the results of the system profile and will address information concerning students with disabilities.

Is Plan Descriptor Revised?

21. Professional Learning; and all federal programs

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

The Marion County School District provides appropriate professional learning activities for system and school administrators, teachers and paraprofessionals. Professional learning activities offered were reviewed for scientifically researched based strategies in order to provide for increased opportunity for student achievement. All professional learning programs/resources are aligned with high quality professional learning standards through research based programs and instruction to meet identified instructional needs. To address special needs students, training on inclusion and co-teaching models are offered. Smart Boards in every classroom with training provided, digital story telling training, student response systems, Accelerated Math, STAR Math, STAR Reading, Scholastic Reading Inventory, Lexia Comprehensive Reading Test, OAS Benchmark Assessments, Easy CBM, GradPoint, and teacher technology integration into classroom instruction are examples of how the district utilizes technology to improve teaching and student achievement using research based

programs, assessments, and tools. Additionally, professional learning is provided for GaTAPP teachers and to assist all teachers in meeting the requirements to become highly qualified.

100% of teachers participated in at least one high quality professional learning activity during FY14 which included state sponsored webinars and many other professional learning opportunities.

Is Plan Descriptor Revised?

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

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

For Title I, all private schools serving one or more students from the Marion County School District are notified annually of an opportunity for a consultation meeting. In addition, private school personnel from private schools serving our Marion County students are invited to a consultation meeting for Title II-A and Title V to discuss the availability of funds to serve eligible private school students, including students under IDEA. Private schools are notified in the fall. Private schools are notified by letter with U.S. postal registration receipt of an invitation to a consultation meeting with school district personnel to discuss the availability of funds to serve eligible private school students. Opportunities for meeting private school staff development needs are also discussed. The notice includes the specific time, date and location of the consultation meeting, a response form, and Title contact information. If, upon completion of consultation, private schools are interested in participating in relevant Federal programs, then a timely planning meeting is scheduled. The planning meeting provides private schools the opportunity to participate in the design, development, and implementation of a professional learning plan. Eligible private school students may receive services on an equitable basis. Marion County shall inform eligible private schools of availability of professional learning activities.

Is Plan Descriptor Revised?

23. Professional Learning and all federal programs

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

The Marion County School District will annually review and revise the LEA Comprehensive Plan for Improving Student Academic Achievement. Ongoing and frequent meetings and collaboration shall occur between system and school administrators to include Title I Director, Technology Director, Special Education Director, and other designated school personnel to determine progress of the goals of the comprehensive plan. The review process will include the review of current test data and other student/teacher information as compiled in the annual needs assessment. The Marion County School System will evaluate the effectiveness of the programs, materials, and strategies currently in use to determine effectiveness of identified goals. All coordinators from federal and state programs are involved in the annual review. The

Marion County School District shall, through annual review and revision of the system comprehensive plan, communicate its policies and supporting procedures for student achievement to all schools and appropriate personnel.

The district uses summary information to make revisions to the CLIP. Stakeholders, including all parents, are given an opportunity to review and provide input into the CLIP revisions prior to submission to the GaDOE. All parents are invited to attend a session at the Board of Education office to review the CLIP and provide input. This is advertised in the local newspaper and placed on the website as well. In addition, other opportunities for input include school council meetings and other parent involvement opportunities. The CLIP is also placed on the Parent Portal of the district website and all parents are encouraged to review and to make suggestion before submission.

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.

The Marion County School District works to ensure that the identified needs of migrant children and their families are addressed. Needs are identified by a variety of methods including, but not limited to, the registration process, teacher observation, school nurse, guidance counselor, attendance officer, and migrant personnel provided by the migrant education agency. As needs are identified, referrals to appropriate agencies are made with follow-up if necessary. Activities to address needs shall include informing such children and families of, or helping such children and families have access to, other education, health, nutrition, and social services in a language that is understood by them. Parents are presented information on ESOL, special education, gifted, and other educational programs. Information on health, nutrition and social services is presented using materials from appropriate agencies such as, the health department, DFACS, and the county extension office. An interpreter may be provided to assist in providing supplemental support services for minority children and their families. Priority services are given to migrant children who are failing, or most at risk of failing, to meeting the state's challenging state academic content standards and challenging state student academic achievement standards, and whose education has been interrupted during the regular school year. The Marion County School District will coordinate with the GaDOE MEP Consortium from ABAC and with the Region 2 Migrant Education Program office to identify potential migrant children and youth (ages 3-21) enrolled in school or residing in the district. Region 2 Migrant Education Program Office shall serve as resource staff to help develop the best service model depending upon funds and resources available.

Is Plan Descriptor Revised?

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

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

The Marion County School District shall provide timely transfer of school records when children transfer from one school to another. The information includes immunization records and other requested health information. The district utilizes and promotes available interstate and intrastate services available through the state and national migrant education program, GaDOE, and other school agencies to include MSIX (National Migrant Student Information Exchange). Schools shall be provided information and training on how to identify migrant students by Region 2 Migrant Education Program Office and/or the Federal Programs Director. The Marion County School District will coordinate with the GaDOE MEP Consortium from ABAC and with the Region 2 Migrant Education Program office to serve migrant children and youth and their families and assist in this endeavor.

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.

Identification of migrant students is a part of the regular registration process. The occupation survey, which is provided by the migrant education agency, is included in the registration packet for all registering students. A copy of the occupational survey is faxed to the MEA for further determination for students who indicate possible migrant eligibility on the occupational survey. The migrant contact person collaborates with the MEA and other community agencies such as DFACS to provide appropriate services for identified families and children. Region 2 Migrant Education Program Office staff provides training annually for school and system personnel who are responsible for identifying and recruiting migrant families. The Marion County School District and schools shall have the MEP LEA Guidance on file for review. The Marion County School District utilizes the "occupational survey form" provided by Region 2 Migrant Education Program Office. Parents who mark "yes" that they have come seeking or to obtain employment will have their forms reviewed by Region 2 MEP Consortium personnel. Schools shall be provided information and training on how to identify migrant students by the Region 2 Migrant Education Program Office and/or the Federal Programs Director. The Marion County School District will coordinate with the GaDOE MEP Consortium from ABAC and with the Region 2 Migrant Education Program office to serve migrant children and youth and their families and assist in this endeavor.

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.

The activities and procedures for establishing best practices includes, but is not limited to, analyzing student data during the continuing school improvement process. Test scores are reviewed by faculty and leadership as well as our School Improvement Review Team to determine the direction the school district shall take to improve student achievement. The team shall make decisions on programs to continue as well as those considered for implementation (including Title IIIa), and to decide how these special projects will be funded. The school/system leverages different sources of funding and combines resources to deliver special projects/programs and on-site professional learning opportunities that support innovative and school-based reform efforts. The system/school evaluates these pilot projects and other research-based programs annually to determine if such projects are considered as Best Practices. All programs serving Title III-A students are presented in the least restrictive manner possible and with comparable facilities and materials to those used for non-LEP students. Title IV resources and a resource list of Title IV instructional materials are maintained at the district level and the list is available upon request to be shared with other districts.

Is Plan Descriptor Revised?

28. Title II, Part D; E-Rate

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

The Marion County School District identifies technology currently provided to students and teachers through the annual technology inventory survey and through the district inventory of software in use. Based on the latest Technology Hardware Survey and district observation, equal access to technology is provided at the two schools to all students and faculty. The number of computers in each school is in proportion to the instructional needs/programs of the students. The high school's larger numbers are due to three labs used in the vocational department. One of the goals of the Marion County School District is to increase the number of computers in the classroom by 20% over the next three years and increase the number of printers in the classroom by 1% over the next three years. The Marion County School District provides an evaluation of current and future needs based on the analysis of the needs assessment survey as well as stakeholder input. Results of the evaluation are disseminated to each school.

Is Plan Descriptor Revised?

29. Title II, Part D; E-Rate

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

The Marion County School District uses the following long term funding strategies for

financing technology. All technology goals are funded through the use of state, federal, and local funds. There are no goals funded with E-rate funds at the present time.

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.

The Marion County School District has identified three goals in the following areas: instructional uses of technology, administrative uses of technology, and system readiness needed to implement effective use of technology by students, teachers, and other staff. 1. Integration of Technology for Instructional Uses All teachers will continue technology integration training over the next three years. 2. Administrative Uses of Technology All administrators will be trained in implementing the evaluation of technology components and new evaluation tools will be written within three years. 3. System Readiness 100% of staff members will be Intech certified or college coursework approved within one year and will continue technology integration training over the next three years. The Technology Director is responsible for conducting the annual evaluation of technology integration, administration uses of technology, and system readiness. Results of the evaluation are disseminated to stakeholders, system and school personnel, and others as appropriate.

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).

The implementation of the GradPoint program at the middle and high schools is one example of an innovative program currently in use. GradPoint will be used at the alternative school as another supplemental instructional tool for at-risk students. The strategies for implementation of these goals are to purchase additional computers and research based software, provide appropriate training for staff and administrators, involve parents and community in computer awareness, and periodically evaluate system readiness. Marion County School District has made impressive gains over the last three years, from falling slightly behind the State average to becoming slightly better than the State average in students per computer. We are continuing our goal of 1:1 computers in the district. Marion County shall distribute State funds and other monies evenly throughout the district. (See Technology Hardware Survey, Dec 2004 Appendix B). Marion County School District has identified Microsoft Office Professional 2010 as the standard office suite installed on all computers throughout the district. While the number of software programs/web based subscriptions is still relatively low, they all focus on creating knowledge rather than drill practice. The district will continue to focus on Accelerated

Math and Reading Counts programs in grades 2 – 8 in the next 3 years. All computers and classrooms have Internet access to further enhance instruction.

Is Plan Descriptor Revised?