

Newton County School System
Comprehensive LEA Improvement Plan

Descriptors

Samantha Fuhrey, Superintendent

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Comprehensive LEA Improvement Plan (CLIP)

Purpose of Plan

The purpose of this plan is to provide descriptions of the major components of the Newton County School System Comprehensive LEA Improvement Plan (CLIP) as required by the Georgia Department of Education. The plan sets forth various actions, strategies and interventions utilized across all federally and state-funded programs to sustain and support the attainment of high levels of achievement by students, especially those at risk of school failure. The CLIP also delineates the System's consolidated efforts to plan and implement educational opportunities that close achievement gaps among student population groups, while ensuring that all students meet the Georgia Performance Standards.

Mission Statement

The mission of the Newton County School System is to provide educational excellence for all students. Our purpose is to prepare students with knowledge, skills, and attitudes needed to think independently, to make responsible decisions, to appreciate and enjoy life, and to solve problems in order to meet future challenges. We shall accomplish this by providing quality faculty and staff, a positive school climate, 21st Century Learning Skills, and parent and community involvement.

Description of process used to develop the CLIP

Members of the Newton County Central Office Program staff meet regularly to review and analyze system level student performance data. In preparation for submission of the CLIP to the GADOE, program reviewed all information submitted in and made appropriate changes, corrections and deletions. Program staff involved in the review and analysis of performance data included the Deputy Superintendent of Schools, the Directors for Elementary and Secondary Curriculum, Instruction and Professional Learning, Pre-Kindergarten, Title I, Professional Development, Special Education, Technology, and Testing and Assessment. Several principals, teachers, and parents from local schools joined the Central Office Staff in comprising the Newton County District Planning Team. Following their attendance at the State Title I Conference, a two-day school improvement meeting, and a working session on the development of the CLIP that was conducted. The Deputy Superintendent of Schools facilitated the overall planning and the convening of the District Planning Team. All program directors provided relevant information that was incorporated into each of the 31 descriptors. They also contributed to the discussion of root causes of persistent areas of performance weaknesses as revealed by the data analysis, and assisted in identifying relevant system-wide interventions and strategies. Many of the interventions and strategies were culled from current program action plans that have been developed through separate mandates of Special Education, Title I, Title IIA, Technology, Professional Development, as well as the System's five-year strategic plan. All of the schools have engaged in planning processes geared to the consolidation of their separate improvement plans (i.e., Title I, SACS, Technology, etc.) into a single school improvement plan (SIP). The District Planning Team made every attempt to ensure that the System's CLIP complements and subsumes the planning targets of our local schools to the extent that the targets were validated by data analysis.

Prior to submitting the CLIP for approval by the Superintendent and Board of Education, each school was provided an opportunity to review and recommend changes to the draft document, along with several parents and community members from each school. The Community Collaborative, which is comprised of community business representatives that are involved in many of our schools, provided feedback on the plan. All substantive feedback received to date was incorporated into the final CLIP document. The CLIP was also posted on the school system website for public input.

1. Description of high-quality student assessments that the LEA and schools will use to determine the academic needs and identify gaps of its student body

I. Overview

During the 2015-2016 school year, students in grades 3- 12 were assessed using the End-of-Grade (EOG) and End-of-Course (EOC) Georgia Milestones Assessments (GMAs). Student needs are formally assessed using results of state-mandated assessments, which includes GKIDS, ITBS, GMAs and GAAs. Results of these tests released by the Georgia Department of education during the summer. School level staff, including principals, assistant principals, instructional coaches, classroom teachers (regular and supplemental – Title I, EIP, Special Education, & Gifted), and members of each school’s School Improvement Committee analyze student performance data for overall strengths and weaknesses. is disaggregated and examined to make both external and internal comparisons.

External Comparison: Data for all students in the district is compared with data for all students at the state, RESA and comparison group levels. The analysis is made to determine how our system ranks when compared to other systems. We identify schools and systems of comparable size and demographics that perform better than we do so that we can learn from them. This type of comparison is also of great interest to our Board of Education and our stakeholders who want to know that what we are doing is effective.

Internal Comparison: All data is compared internally to examine gaps between major racial/ethnic groups, special and regular education students, English Learners (EL) and non-English Language Learners, and economically disadvantaged and those not economically disadvantaged. Most data are also examined by gender so that we are aware of the performance differences between males and females at all levels and in all subjects content areas. These data are useful in improving our selection of specific instructional programs and practices as well as software. By examining the performance of the various subgroups over time, we are able to make decisions about selecting or eliminating programs, developing schedules, and planning professional learning for the system.

Following an analysis of student performance data, the results are illustrated in overview data charts that show:

- Comparison to state for each subject by system
- Scores by subject for each grade by system
- Percentage pass rate by subject for each grade by student subgroups by system
- Rank ordered place in state for each subject by grade by system

Newton County School System – CCRPI Comparison Report

As indicated in the attached chart labeled Georgia College & Career Ready Performance Index (CCRPI), Newton County School System (NCSS) failed below the state's CCRPI total score; however, specific schools within the district exceeded the state's CCRPI score for elementary, middle, and high schools. Although scores declined across the district from prior years, it is important to note that the 2014-2015 school year marks the first administration of the new Georgia Milestones EOG and EOC assessments. Additionally, CCRPI indicators and calculation methods have changed each year since its inception. Therefore, to make comparisons among 2013, 2014, 2015 CCRPI scores would result in an incorrect analysis of performance.

Newton County School System – GKIDS Assessments – (Kindergarten) – Charts attached.

Based on the 2015-2016 GKIDS Assessment data, the results indicate that 78% met and exceeded standards in reading, 64% met and exceeded in writing, 71% met and exceeded in language, 80% met and exceeded in math.

Newton County School System – STAR Early Literacy Assessments – (Kindergarten-3 grade) – Charts attached.

Based on the 2015-2016 STAR Early Literacy Assessment data, the results indicate that students in grades kindergarten through 3 have an average Grade Placement below the promotable grade level at the end of the school year, indicating a need for additional support.

Newton County School System – STAR ELA Assessments – (1 and 2 Grades) – Charts attached.

Based on the 2015-2016 STAR ELA Assessment data, the results indicate that 17% of students in grade 1 mastered standards for ELA. The results indicate that 21% of students in grade 2 mastered standards in ELA.

Newton County School System – STAR Math Assessments – (1 and 2 Grades) – Charts attached.

Based on the 2015-2016 STAR Math Assessment data, the results indicate that 37% of students in grade 1 mastered standards for Math. The results indicate that 5% of students in grade 2 mastered standards in Math.

Newton County School System – Georgia Milestones End-of-Grade (All Subjects – Grades 3-8) – Charts Attached

Level 1-Beginning Learner

Level 2-Developing Learner

Level 3-Proficient Learner

Level 4-Distinguished Learner

Based on the 2015 EOG assessment data, ELA performance of students in grades 3 – 8 was consistent with the state. According to state reports, 70% of NCSS students in grades 3-8 were Developing Learner or Above (Levels 2, 3, and 4) and 71% of students throughout the state were Developing Learner or Above.

Based on the 2015 EOG assessment data, Math performance of students in grades 3 – 8 was slightly below the state. According to state reports, 72% of NCSS students in grades 3-8 were Developing Learner or Above (Levels 2, 3, and 4), while 76% of students throughout the state were Developing Learner or Above.

Based on the 2015 EOG assessment data, Science performance of students in grades 3 – 8 was slightly below the state. According to state reports, 64% of NCSS students in grades 3-8 were Developing Learner or Above (Levels 2, 3, and 4), while 68% of students throughout the state were Developing Learner or Above.

Based on the 2015 EOG assessment data, Social Studies performance of students in grades 3 – 8 was slightly below the state. According to state reports, 69% of NCSS students in grades 3-8 were Developing Learner or Above (Levels 2, 3, and 4), while 72% of students throughout the state were Developing Learner or Above.

Newton County School System – Georgia Milestones End-of-Grade (Subgroup Performance – Grades 3-8) – Charts Attached

Level 1-Beginning Learner

Level 2-Developing Learner

Level 3-Proficient Learner

Level 4-Distinguished Learner

Based on the 2015 Georgia Milestones End-of-Grade assessment data, ELA results indicate that overall 70% of students performed at the Developing Learner level or above. However, there were 64% of economically disadvantaged, 30% of students with disabilities, 63% of black students, 77% of white, and 42% of English Language Learners performing at the Developing Learner or above.

Based on the 2015 Georgia Milestones End-of-Grade assessment data, Math results indicate that overall 72% of students performed at the Developing Learner level or above. However, there were 67% of economically disadvantaged, 36% of students with disabilities, 65% of black students, 80% of white, and 54% of English Language Learners performing at the Developing Learner or above.

Based on the 2015 Georgia Milestones End-of-Grade assessment data, Science results indicate that overall 64% of students performed at the Developing Learner level or above. However,

there were 58% of economically disadvantaged, 32% of students with disabilities, 56% of black students, 74% of white, and 44% of English Language Learners performing at the Developing Learner or above.

Based on the 2015 Georgia Milestones End-of-Grade assessment data, Social Studies results indicate that overall 69% of students performed at the Developing Learner level or above. However, there were 63% of economically disadvantaged, 34% of students with disabilities, 63% of black students, 76% of white, and 47% of English Language Learners performing at the Developing Learner or above.

Newton County School System – Georgia Milestones End-of-Course (All Subjects) – Chart Attached

Based on the 2015 Georgia Milestones End-of-Course assessment data, students achieving at the Developing Learner level and above for each subject area are as follows:

- American Literature – 75 % Developing Learner and Above
- 9th Grade Literature – 76% Developing Learner and Above
- Coordinate Algebra – 64% Developing Learner and Above
- Analytic Geometry – 58% Developing Learner and Above
- Biology – 58% Developing Learner and Above
- Physical Science – 67% Developing Learner and Above
- Economics – 76% Developing Learner and Above
- United States History – 73% Developing Learner and Above

Newton County School System – Georgia Milestones End-of-Course (Subgroups - All Subjects) – Chart Attached

Based on the 2015 Georgia Milestones End-of-Course subgroup assessment data, the results indicate that the percentage of students with disabilities and English Learners achieving Developing Learner or above were significantly lower than all other subgroups.

Students with disabilities performing at the Developing Learner or above levels are as follows:

- American Literature – 32% SWD Developing Learner and Above
- Analytic Geometry – 16% Developing Learner and Above
- Biology – 15% Developing Learner and Above
- Coordinate Algebra – 19% Developing Learner and Above
- Economics – 48% Developing Learner and Above
- 9th Grade Literature – 27% Developing Learner and Above
- Physical Science – 25% Developing Learner and Above
- United States History – 44% Developing Learner and Above

English Learner students performing at the Developing Learner or above levels are as follows:

- American Literature – 33% Developing Learner and Above
- Analytic Geometry – 38% Developing Learner and Above
- Biology – 6% Developing Learner and Above
- Coordinate Algebra – 24% Developing Learner and Above
- Economics – 0% Developing Learner and Above
- 9th Grade Literature – 42% Developing Learner and Above

- Physical Science – 17% Developing Learner and Above
- United States History – 33% Developing Learner and Above

Data is compiled and shared with the School Board at the July or August meeting. Afterwards, results are posted on the system website and released to several local newspapers, including the Newton Citizen and Covington News. Since 2006, the Central Office and each school has created data rooms where information is displayed in graphs and charts to be used to monitor progress towards the achievement of improvement goals. The system's Director of Testing, Research and Evaluation receives all assessment data from the Georgia Department of Education, disaggregates it by school, and forwards the information to individual schools for their review and analyses. Once all data has been received from the State, the Director of Testing compiles a system-wide data booklet that can be referenced by Central Office staff and schools.

Newton County School System – Positive Behavioral Interventions and Supports (PBIS) Data Report (Grades K-12) – Chart Attached

Based on the 2015-2016 Positive Behavioral Interventions and Supports (PBIS) Data Reports, NCSS elementary schools post a higher than state average in out of school suspensions. Georgia's average for elementary schools is three percent. Five of the fourteen of NCSS elementary schools had less than three percent of their total population suspended at some point during the year.

The majority of NCSS have a higher than state average out of school suspension rate at the secondary level. The Georgia average suspension rate for middle and high schools is ten percent of the total population. NCSS average suspension rate in our middle and high schools is 13 percent. Two of NCSS secondary schools fell below the state's average of ten percent.

Newton County School System – Office Discipline Referrals Data Report (Grades K-12) – Chart Attached

Based on the 2015-2016 Office Discipline Referrals Data Report, the majority of the behavior problems takes place within the classroom, which impedes student learning.

Title I Prioritized Needs

The NCSS conducted a review of data to determine the academic and behavioral needs across the district. Above are summaries for each data source used.

Based on the 2014-2015 and 2015-2016 data analysis to include a review of the CCRPI, GKIDS, STAR Assessment Data, EOG and EOC, we have identified academic needs in all core content areas: Reading, Language Arts, Math, Science and Social Studies. Further analysis indicates the following subgroups are areas of concern: Black, Hispanic, Students with Disabilities, Economically Disadvantaged and English Learners. Each Title I school has conducted a comprehensive review of the data and specific areas of concerns are noted and addressed in each school's Title I Plan.

Additionally, the 2015-2016 PBIS and Office Referral data indicates that students in NCSS have behavioral concerns that impedes learning.

Newton County School System allows the parent of students without a permanent living place to complete the McKinney-Vento Homeless process for determining the need for services. Each school will work with the Homeless Liaison to provide social and academic services for the students.

II. The Close-Up: Individual Academic Student Data

Each teacher spends between 6-8 hours of pre-planning involved in data-analysis. Each school's administrative staff, with help from instructional coaches, grade and department chairpersons, and counselors, pulls individual test data for each student, and makes classroom assignments before pre-planning. Computerized scheduling is facilitated by use of School Administration and Student Information Infinite Campus software at middle and high schools after student data has been analyzed and needs identified.

At the classroom, grade, and supplemental program/departmental levels, data is examined for each student to determine specific strengths and weaknesses. Students who were just above or just below either the pass/fail or the meets/exceeds lines are targeted as "Bubble Students." More in-depth information is kept on the bubble students using a data reporting form. The data from the Georgia Milestones Assessments are plotted on a data reporting form for individual students and groups of students, along with other information such as Lexile, STAR Assessment/Accelerated Reader (AR), BASI, Progress Monitoring Exams, STEEP (System to Enhance Educational Progress), as well as information on attendance and discipline. All middle and high schools have begun to closely monitor common assessment and benchmark data through the use of Illuminate software. EL students are identified using the W-APT. ACCESS is used to measure annual English proficiency for EL students.

III. Non-Academic Data

Input is gathered annually through surveys of teachers/staff, parents, students, and community/business representatives. A more extensive survey is conducted of these same stakeholder groups every five years in preparation for the re-application of accreditation standards by AdvancED/CASI. All surveys are administered online. Paper copies are provided to each school for feedback as well. Written comments provided on the surveys are summarized "as-is" and are provided back to each school, along with their scantron results. The surveys are disseminated as follows:

- Surveys of all teachers and staff
- Surveys of all students in grades 3-5 in elementary school
- Surveys of 10% middle and high students with a requirement for diverse representation of student groups and special services
- Surveys of 10% elementary, middle and high parents
- Surveys of community and business members serving on all local school councils.

The surveys contain questions about the academic status of the school and its programs, perceptions of staff support for students and parents, as well as stakeholders' perceptions of school safety issues.

The Georgia School Health Survey II (GSHS II) needs assessment was completed by the system to determine the needs of students relating to safety, drug abuse and violence, all of which are barriers to learning and impact student achievement. Documented areas of need include: bullying, tobacco use, use of inhalants, drop-out decisions, and school climate based on the results of the Spring 2011 GSHS II. In response to these documented needs, the following scientifically-research based programs are being implemented.

- The Safe and Drug Free Schools Program provides services to all students in grades Pre-K - 12 through classroom guidance, character education, classroom instruction, Red Ribbon Week and special events.
- Students in 5th grade participate in the CHAMPS program which has been continued through local funding from law enforcement agencies.
- Students in 6th, 7th and 8th grades receive instruction in the Life Skills Program and Olweus Bullying Program.
- Students in grade K-5 may receive instruction in the Get Real About Violence Program.
- All students will receive instruction on Internet Safety. Students, beginning in the 5th grade, will receive instruction on the harmful effects of cyber-bullying from those employees designated by the principal.
- These activities will be evaluated through student surveys, Georgia School Health Survey II, pre/posttests, school attendance records and school discipline records. Modifications to existing activities will be based on the results of the evaluations.

All teachers and staff use system developed GAPSS survey instruments (there are eight) to measure our growth in the area of professional learning. All parents in our Title I schools also have the opportunity to have input on the Title I programs in their schools through an annual meeting scheduled at the end of the school year for this purpose, and throughout the year through workshop evaluations.

The Newton County School System uses a needs assessment for Title IIA for Highly Qualified status for teachers from each school. This data is captured from the CPI at www.gapsc.org as well as the lea equity master file and other local personnel data. Teacher continuity data is reviewed at www.gapsc.org for retention. In addition to certification status, professional learning needs and training needs for teachers and paraprofessionals, information is gathered about teacher placement in classrooms/courses. Newton County assesses special education highly qualified status and experience data in comparison to regular teacher HiQ and experience. The needs assessment reports data about the retention of Highly Qualified teachers and the placement of veteran teachers with struggling students. Class size data is examined, and funds from Title IIA and Title I will be used to determine how and where to use lower class sizes to be equitable and benefit struggling students. Present class sizes are within state guidelines and the board of education's resolution. The data gathered from the formal and informal needs assessments provides information critical for recruitment and retention of personnel so that Newton County School System can assess, address, and sustain equitable student opportunity to quality instruction.

In order to close the achievement gap and raise the level of achievement for struggling students, Newton County School System recognizes that teachers who are experienced and well qualified should assist these students in reaching their targets. Recruiting the most highly qualified and experienced teachers, in an effort to meet the needs of the diverse population, are a priority. Data from this needs assessment is used to assist stakeholders in reaching conclusions regarding achievement or other related instructional concerns.

The Newton County School System believes that all students should have equitable opportunities for quality instructional programming with regard to highly qualified teachers and paraprofessionals, experience of teachers and class size. To ensure equity, a needs assessment is conducted each year. Utilizing the NCSS's internal survey feature found in SharePoint, the online survey service Survey Monkey and the school system's website and phone messenger system, all stakeholder groups (paraprofessionals, teachers, leadership personnel, school councils, students, parents, higher education personnel and other community stakeholders, including the Chamber of Commerce, Kiwanis, and Rotary Clubs) are provided an opportunity to participate in the appropriate Title II A Needs Assessment. In addition, Teacher and Community Forums are held throughout the year. These people also respond to what they feel are the needs that should be met by the Newton County School System. The Title II A Coordinator reviews the following data collected in the needs assessment to determine the needs of the system for allocation of Title II A resources:

- Highly Qualified teacher and paraprofessional status from GAPSC website
- Training/experience data by school from the GAPSC website
- ETA data from the PSC website
- Teacher retention rates from teacher continuity data at PSC website
- Special education HiQ teacher and experience data
- Socioeconomic and demographic information by school
- Class size data for school/classroom
- LEA Equity Master File
- Annual Title II A Needs Assessments
- Survey data (GAPSS, Title IIA, Title I, SACS)
- Periodic benchmark assessments
- Progress Monitoring data
- Student achievement, College and Career Ready performance data, and data and standardized test data
- SACS recommendations
- Teacher Keys Effectiveness System Data
- Leader Keys Effectiveness System Data
- Classroom Walkthrough Data
- HiQ Status of Teachers: In 2014-2015 was 99.84% Hi-Q and presently in 2015-2016 is 99.79% HiQ.

HiQ Status of Paraprofessionals: In 2014-2015, 100% of paraprofessionals were highly qualified, currently, 100% of all paraprofessionals are highly qualified.

Teacher Experience: The Average years of experience for Newton County teacher was 12.55 years as compared to the state average of 13.39. Newton County also had a higher percentage of new teachers at 7.5% as compared to the state average of 6.5 years.

Teacher Retention: The State teacher retention rate for the 14-15 school year was 81% while Newton Counties retention rate was 79%.

Offer Professional Growth Opportunities Designed to Produce Teachers and/ or School Leaders Prepared to Promote the Success of All Students

1. All newly hired paraprofessionals will complete the following courses during the first year of employment: Role of the Paraprofessional, CPR and First Aid
2. Select teachers will participate in the Gifted Endorsement Program; the NCSS has engaged in a large scale gifted project where more than 40 50 teachers will become gifted endorsed each year
3. Select teachers will participate in the ELL Endorsement Program
4. Select teachers will participate in the AP course(s) that will provide them with AP certification
5. Select elementary teachers will participate in the math endorsement.
6. Select teachers will participate in an Instructional Coaching endorsement.
7. A variety of professional learning courses will be offered to include the following:
 - Microsoft Word
 - Georgia Standards of Excellence
 - Content Specific Instructional strategies
 - Edivate and Edivate review
 - Excel (Basic and Advanced)
 - Power Point
 - Access and Outlook
 - Internet Safety
 - The teaching of embedding Literacy Standards across all curricular areas
 - Responding the non-fiction with support
 - Using text to support ideas
 - Lexiles
 - Canvas
 - Role of the Paraprofessional
 - Podcasting
 - iPad workshops
 - How to capitalize on student owned electronic devices
 - ActivBoard Basic and Advanced
 - Activ Votes/Activ Expressions
 - CPR and First Aid
 - Leadership Development
 - Frameworks of Poverty
 - Strategies for the ELL classroom

- Framework Chats
 - Spanish I for Educators
 - Spanish II for Educators
 - Effective Teaching Strategies-To include research based instructional strategies and building background knowledge
 - Movie Making in the classroom
 - Mobile Application development
 - Effective Lesson Planning
 - Professional Learning Communities (PLCs) and how to use them
 - Interactive Notebooks
 - Mindset Training
 - Classroom Management
 - Math Exemplars
 - ViewPath/Audio Enhancement/Safari Montage
 - Data analysis
 - Formative Assessments
 - Content Specific Professional Learning
8. District and School Leaders and Teachers will participate in school site visits that are regularly scheduled throughout the 2015-2016 school year.
 9. District Leaders and school leaders will attend ASCD conferences, NASSP Conferences GACIS, GAEL, Leadership Conferences, PDK Conferences and any other conferences which enhance professional learning
 10. Administrators and teachers will attend workshops and conferences in content specific instructional strategies relative to the Georgia Standards of Excellence and academic content
 11. Special Education and regular education teachers who are involved in co-teaching and/inclusion will attend a variety of workshops to enhance their skills in working with students with disabilities
 12. Teachers will be encouraged to attend trainings of their choice and the administration's choice at Griffin RESA
 13. Schools will use the data to determine site-based professional learning activities
 14. The Technology Director will work with the Technology Teacher Leaders to ensure that all teachers are able to use instructional technology in the classroom to enhance instruction
 15. Various classroom management technique courses will be offered to all teachers
 16. Content specific professional learning will be provided.
 17. The Teachers as Leaders Program will continue: there are four cohorts
 18. External consultants will conduct site visits and professional learning sessions based on observations, data, administrative recommendations at high poverty and high minority schools
 19. System leaders (school and central office) will work to ensure that students are taught explicitly specific, relevant academic vocabulary and that all learning goals are explicit

20. School level teams will participate in professional learning revolving around the instructional techniques identified in Classroom Instruction That Works as well as Building Background Knowledge. Learning Focused Schools planning and instructional strategies will continue to be a part of professional learning.
 21. Continued use of consultants such as Dan Mulligan, Mary Elizabeth Mendenhall , and others, to assist with ensuring schools are utilizing exemplary instructional practices
 22. Provide specific support of the nine high probability strategies outlined in Classroom Instruction That Works; consultant may be utilized to continue this work
 23. Induction mentoring and support will be provided to teachers and administrators who are new to their positions and/or new to the Newton County School System.
 24. NCSS Leaders will participate in professional learning surrounding researched based strategies and professional learning as outlined in Learning by Doing.
 25. Teachers and leaders will learn how to analyze data, use data and differentiate instruction as well as other job-specific professional learning.
- Class Size: Newton County adheres to the state requirements for class size. Initially, personnel allocations are made according to the number of students who are projected to be at each of the schools. After school begins, the district utilizes class enrollment numbers ascertained through the student information system to make adjustments in personnel assigned to each school. The system Title IIA coordinator reviews the data to ensure that reassignments are made with respect to teacher experience in an effort to provide equitable opportunities for all students. For the 2015-2016 school year Newton County Schools utilized its flexibility waiver to relax class size as approved by the state board of education. As always, if assigned, class size reduction teachers would be given to “priority and/or focus” schools, where greater support may be needed. During the 2015-2016 school year, all classrooms in each school met the state requirements for maximum class size. All elementary, middle, and high schools adhere to program class size requirements.
 - Retention: The Newton County School System takes a number of steps to ensure the retention of teachers, including the following:
 1. NCSS will continue to implement a comprehensive Teacher Induction Program. Due to the retirement of teachers and other resignations, over 225 teachers may be needed as replacements for the 2016-2017 school year. Through the “BEST” program (Building Excellence and Supporting Teachers), teachers are ‘followed’ with mentor support for the first three years of employment in NCSS.
 2. Retention needs are identified using a survey that is completed by teachers, paraprofessionals, community members and school system leaders.
 - a. Special Professional Learning will be provided to specific high need areas (currently mathematics and foreign language). This professional learning will be designed to help teachers implement district initiatives and be successful in their classrooms.
 3. An induction consultant is used to support new teachers in the schools and to assist in the development of a comprehensive induction program.
 4. Mentors are assigned to all new teachers in an effort to provide support to make their first year of teaching in NCSS an effective year.
 5. All mentors are compensated when providing support to new teachers.

6. Teachers enrolled in the TAPP program are provided a mentor.
 7. NCSS continues to refine the district sponsored Teacher Induction program with representation from each school—Teacher Induction School Based Coordinators.
 8. Teacher Induction School Based Coordinators, Mentors, and New Teachers participate in a district sponsored, school-specific induction program.
 9. As identified in the needs assessment, NCSS will create additional opportunities for teachers to have leadership experiences outside of the classroom through the teacher leader program.
 10. NCSS uses a leadership consultant to work with all principals as they work toward excellence in leadership and to “coach” new principals.
 11. Professional Learning will occur during elementary and secondary leadership meetings
 12. An administrator PLC will be held monthly before and after school to assist with the development of current school leaders.
- Recruitment: As a result of the needs assessment, recruitment activities are planned. An emphasis is placed on the recruitment of the most qualified teachers for the schools most in need. Specific instructions for areas of need are given to recruiters prior to visits to job fairs. In addition, *Teach Georgia* applicants are screened by the Human Resources Department, and applications of specific candidates are forwarded to principals on the basis of data reflected in the needs assessment. Extensive efforts are ongoing to recruit and locate only highly qualified teachers. A successful Job Fair was held in March of 2016 for recruitment, the district plans to continue hosting its own job fair during the 2016-2017 school year, and a schedule is created at the beginning of the year for attendance at colleges and universities with teacher training programs. In addition, plans to distribute human resources equitably throughout the district include using comparative data from the ETA to ensure that schools with higher minority and lower socioeconomic status are considered in class size allotments and the need to be taught by more experienced teachers. Balance among schools is the ultimate goal. School leaders, district leaders, and human resources personnel carefully monitor teaching credentials and years of experience to ensure equity. Open positions are advertised as early as possible on Newton County’s website, *Teach Georgia*, and with newspapers in the area. Flyers are sent to colleges and universities, and recruiting materials are developed and purchased for use at job fairs. Title II A funds have been and will continue to be used to support the technology needs for recruitment efforts. It is anticipated that there will still be extensive recruitment needs for the 2014-2015 school year due to teacher retirement and other replacement needs. Finally, it is important to note that between 2008 and 2012, the NCSS has followed a very strict RIF (Reduction in Force) protocol due to the economic downturn. As a result, teachers who were not identified as “highly qualified” were among the first not to receive a contract for continued employment. In addition, teachers with NT certificates who had no continued to work on obtaining a clear and renewable certificate did not receive a contract or received notice of conditional employment.

The Newton County School System takes a number of steps to ensure the retention of teachers, including the following:

1. NCSS will continue to implement a comprehensive Teacher Induction Program. Due to the retirement of teachers and other resignations, over 225 teachers are needed as replacements for the 2016-2017 school year. Through the “BEST” program (Building Excellence and Supporting Teachers), teachers are ‘followed’ with mentor support for the first three years of employment in NCSS.

2. Retention needs are identified using a survey that is completed by teachers, paraprofessionals, community members and school system leaders.
 - a. Special Professional Learning will be provided to specific high need areas (currently mathematics and foreign language). This professional learning will be designed to help teachers implement district initiatives and be successful in their classrooms.
3. An induction consultant is used to support new teachers in the schools and to assist in the development of a comprehensive induction program.
4. Mentors are assigned to all new teachers in an effort to provide support to make their first year of teaching in NCSS an effective year.
5. All mentors are compensated when providing support to new teachers.
6. Teachers enrolled in the TAPP program are provided a mentor.
7. NCSS continues to refine the district sponsored Teacher Induction program with representation from each school—Teacher Induction School Based Coordinators.
8. Teacher Induction School Based Coordinators, Mentors, and New Teachers participate in a district sponsored, school-specific induction program.
9. NCSS uses a leadership consultant to work with all principals as they work toward excellence in leadership and to “coach” new principals.
 - a. Professional Learning will occur during elementary and secondary leadership meetings
 - b. An administrator PLC will be held monthly before and after school to assist with the development of current school leaders.

Review of the Title II A Equity Action Plan and the District Needs assessment showed results reflect that teachers and paraprofessionals felt that the groups of students who need the most attention are students with disabilities, economically disadvantaged students and also felt that students in RTI and minority subgroups need and should receive additional support. In each area, a majority stakeholders rated the professional learning that they received as somewhat effective or higher. 30% of respondents felt that the Professional Learning for students in intervention programs was not effective, 30% also felt that there needed to be more personalized professional development opportunities.

When asked to rate the current effectiveness of the district with regards to efforts related to personnel, respondents noted the district was effective in maintaining a positive climate, and providing advancement and professional growth opportunities. They also noted that retaining effective teachers and leaders was of concern (15% of respondents did not feel the district was effective).

Leadership personnel felt that high quality professional learning in effective teaching practices would have the greatest positive impact on student achievement and that it was important to gain time for assessing and planning in order to retain teachers. They also felt that it was imperative to have comprehensive induction and mentoring of new teachers and academic coaches at the school level. Math and Reading were cited as the content areas important for professional learning for teachers in order to increase student achievement. Leaders also felt they should continue with current focused goals and shared learning at the school and system levels and monitor effective teaching practices. They feel that it is important to have central office support and an induction and mentoring program for leadership.

Teaching personnel identified professional learning needs in RTI (Response to Intervention), Working with students in poverty, Technology Integration, Leadership, and Georgia Standards of Excellence implementation and standards based classroom. Of course, because of budget cuts, they would like to have increased salary and benefits as well as resources and supplies for the classroom. It is extremely important to them to have additional time for collaboration for assessment and planning and the assistance of academic coaches at the school level. In addition, teachers identified the need for mentoring of new teachers.

Paraprofessionals also desire additional salary and benefits and increased support from teachers and administrators. They voice interest in learning more about math and reading, as well as the use of technology in order to assist the teachers.

Personnel, school councils, parents, students, university personnel and leaders, as well as other community stakeholders are provided an opportunity to participate in the appropriate Title IIA Needs Assessment. In addition, stakeholder involvement includes hand delivery of needs assessments to community groups to solicit their opinions. Central office administrators and other stakeholders work to prioritize the needs identified in a variety of surveys and other tools. To reach “Target” status, NCSS has created a Title IIA team to review data, provide feedback regarding the plans, data, and action planning to address identified, prioritized needs. The Title IIA team then meets with respective stakeholder groups to gather information so that everyone participates in the process prioritizing the needs and the development of the action plan.

All groups agree that teachers and paraprofessionals need additional professional learning in all academic areas. They also feel that all professional learning should be related to student achievement goals. Leadership personnel feel strongly that the following areas must be given special care and attention in an effort to support student achievement and achieve equity among the schools:

- Effective induction and mentoring for all groups
- Retention and recruitment of highly effective and highly qualified personnel
- Additional time for assessment and planning
- Increased central office support
- Content specific professional learning which is related to student achievement goals
- Use of assessment data
- Co-teaching practices
- Response to Intervention strategies
- Effective teaching practices

Addressing the aforementioned areas of need will assist in the effort to ensure that all students have a fair opportunity to receive quality instruction from a highly qualified teacher who has experience working with the targeted group(s) of students where class sizes are equitable.

When reviewing the needs assessment for the development of a Title II A Equity Plan for 2016-2017, the team recognized the need to continue work on the two equity indicators:

1) CCRPI Scores

The team noted an equity gap that exists between schools in poverty and minority schools. The LEA has a slightly higher CCRPI score when compared to the state.

High Poverty Schools show a gap of less than one point with both the state and the school district (it should be noted that only 1 school is not considered high poverty- the Newton County Theme School).

A larger gap exists between high minority schools and the LEA and State average. There are a total of 13 schools considered high minority. The gap between high minority and the LEA is 1.66 points. The gap between high minority and the State is less than one point.

Equity Intervention Selected to Address Equity Gap #1:

Offer Professional Growth Opportunities Designed to Produce Teachers and/ or School Leaders Prepared to Promote the Success of All Students

To do this, the following professional learning activities will be implemented:

- Implement the use of Edviate and Edviate Review as a tool for providing professional growth opportunities
- Utilize the services of an external consultant to focus on ways to close the equity gap with student in poverty and minority students through the use of research based instructional strategies, Building background knowledge, and technology integration in schools where the greatest gaps exist.
- Content specific professional learning which is related to student achievement goals
- Response to Intervention strategies
- Effective teaching practices
 - Use of Research Based Instructional Strategies
 - Building Background Knowledge
 - Technology Integration
- Use of assessment data
- Co-teaching practices
-

2) **14-15 Teacher Retention Rate**

The LEA retention rate is 2% lower than the state retention rate.

High Poverty schools have no gap with the LEA but have a 1.79% gap with the state

High Minority schools have no gap with the LEA or the State.

Teacher retention continues to be a major focus for NCSS. Especially in high needs areas (Math, Science, and Foreign Language). Recent efforts to recruit teachers for positions vacated have proved challenging. Exit data reveals that teachers wish to have additional opportunities for growth outside of the classroom.

Equity Intervention Selected to Address Equity Gap #2
Support the Retention of Effective Teachers by:

- Provide opportunities for teachers to obtain endorsements through Griffin RESA
- Reimbursement of GACE funds
- Reimbursement of TAPP Fees
- Provide opportunities for teachers to serve in various teacher leader roles to support more effective teaching and student learning of all teachers as a way to retain quality teachers
- Provide a quality New Teacher Induction program for teachers new to the profession and district (including the funding of mentors and teacher induction teacher leaders)
- Provide personalized professional learning opportunities

TITLE II A PRIORITIZED NEEDS

Review of the Title II A and Equity Needs assessment results reflect that teachers and paraprofessionals felt that the groups of students who need the most attention are students with disabilities, economically disadvantaged students and also felt that ELL and minority subgroups need and should receive additional support.

Leadership personnel felt that high quality professional learning in effective teaching practices would have the greatest positive impact on student achievement and that it was important to gain time for assessing and planning in order to retain teachers. They also felt that it was imperative to have comprehensive induction and mentoring of new teachers and academic coaches at the school level. Math and Reading were cited as the content areas important for professional learning for teachers in order to increase student achievement. Leaders also felt they should continue with current focused goals and shared learning at the school and system levels and monitor effective teaching practices. They feel that it is important to have central office support and an induction and mentoring program for leadership.

Teaching personnel identified professional learning needs in the use of technology to enhance instruction, differentiated instructional strategies and techniques, effective teaching practices, classroom management, working with co-teachers, RTI (Response to Intervention), and standards based classrooms. Of course, because of budget cuts, they would like to have increased salary and benefits as well as resources and supplies for the classroom. It is extremely important to them to have additional time for collaboration for assessment and planning and the assistance of academic coaches at the school level.

Paraprofessionals also desire additional salary and benefits and increased support from teachers and administrators. They voice interest in learning more about math and reading, as well as the use of technology in order to assist the teachers.

All groups agree that teachers and paraprofessionals need additional professional learning in all academic areas. They also feel that all professional learning should be related to student achievement goals. Leadership personnel feel strongly that the following areas must be given special care and attention in an effort to support student achievement and achieve equity among the schools:

- Effective induction and mentoring for all groups to include the BEST program, New Principal Academy and use of consultant(s) to support the programs

- Retention and recruitment of highly effective and highly qualified personnel
- Additional time for assessment, planning and use of the data
- Increased central office support
- Content specific professional learning which is related to student achievement goals
- Technology integration in all academic areas
- Professional learning, activities and training relative to CCGPS in all academic areas, the arts and the new evaluations for teachers and leaders (Teacher and Leader Keys)
- Continuation of Teachers as Leaders program and the use of content specialists, leaders, and academic coaches
- Continued use of consultants such as Dan Mulligan, Carol Gardner, Heidi Hayes Jacobs and others to ensure schools are utilizing exemplary instructional strategies and practices
- Co-teaching practices
- Effective teaching practices
- Response to Intervention Strategies(RTI)

Addressing the aforementioned areas of need will assist in the effort to ensure that all students have a fair opportunity to receive quality instruction from a highly qualified teacher who has experience working with the targeted group(s) of students where class sizes are equitable.

2. Description of high-quality student academic assessments that the LEA and schools will use
 1. High-quality student academic assessments – Newton County School System uses a number of high quality academic assessments in addition to those identified by the state to determine students’ success. Assessments are used as follows:
 - a. To determine success on standards and progress being made toward meeting standards, and to inform teachers, parents, and students-- state required GMASs, teacher- made tests, rubrics, system developed benchmarks and computerized assessments such as Orchard, Accelerated Reader/STAR Assessment, STAR Math, STAR Early Literacy, COMPASS Learning, On-line Practice Tests such GOFAR Test Prep USA (high schools).
 - b. To assist in diagnosis, teaching and learning in the classroom -- SRA Corrective Reading Assessment (Title I and Special Education), system developed benchmarks, grade level rubrics aligned to standards and curriculum and designed to assess students’ specific knowledge base, teacher-made tests and rubrics, and computerized assessments such as Orchard, Accelerated Reader/STAR Assessment and COMPASS Learning.
 - c. To determine what revisions are needed to projects -- any state required assessment such as GMASs; local or commercial tests and rubrics aligned to standards and curriculum and designed to assess students’ specific knowledge base, and teacher-made tests and rubrics.

- d. To identify students who have difficulty reading -- state required GMASs, system developed benchmarks, Accelerated Reader/STAR Reading, STAR Math, STAR Early Literacy, SRA Corrective Reading Assessments; standardized and other commercially prepared screening and diagnostic instruments, computerized assessments - stand alone, program integrated, and internet based, classroom-based instructional reading assessments and rubrics.
2. Benchmark assessments have been developed in ELA, Math, Science, and Social Studies at the elementary school level and in ELA, Math, Science and Social Studies at the middle school level and are administered three times per year. High Schools administer benchmarks in the eight end-of-course tested courses three times each year as well as in each core course. Benchmarks are updated when changes are made in the curriculum, such as CCGPS E/LA, and at the time of the end-of-the year review conducted by teachers, if indicated. It is anticipated that benchmark assessments will be expanded to all subjects at all grade levels over the next two years.
3. The Home Language Survey, which is provided by the Georgia Department of Education, is used for the initial screening of students of other languages. It is included as part of the initial registration of all students, and for students as they enter school during the school year.
4. The W-APT is used as the ESOL eligibility screener for all students enrolled whose Home Language Survey states a language other than English is spoken in the home. Active ELs are administered the ACCESS as their annual measure of progress to determine English proficiency and to determine continuation of language support services.
5. The school district uses the Occupational Survey Form to screen for migrant families and students. At this time, we have 5 migrant students that have been identified. The designated system personnel responsible for this program will work closely with Griffin RESA staff to ensure that these families' needs are addressed in a timely manner.
6. All students are included in the delivery of high quality assessments. At no time are Homeless students excluded from this process.
7. How progress is shared with teachers, parents, and students-- Personnel in Newton County School System utilize the following methods/strategies to share results of high-quality academic student assessments:
 - Individual student test results
 - Parent conferences
 - Newsletters
 - Website
 - Report cards
 - System report card
 - System website
 - Newspapers

- State DOE website
- State DOE report card
- Letters and memos
- Phone calls
- E-mail
- PTO meetings
- Transition orientation meetings
- Infinite Campus Parent Portal

8. How teachers are notified of student progress on assessments --Teachers in Newton County Schools are notified of results of student assessments via:

- Staff meetings
- Professional Learning Opportunities
- Memos
- Team/Grade level/Department meetings
- Use of SLDS
- Use of Illuminate software
- Email

3. 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

Newton County School System will participate in the National Assessment of Educational Progress if selected. The information compiled from the NAEP assessment will be used, along with other assessment data, in making decisions for improving instructional practices. For example, school personnel will access the Georgia NAEP website to review statewide data and make comparisons where possible. In addition, the NAEP website will be accessed to develop practice questions for students. Staff at the Georgia Department of Education assists our system with analyzing the NAEP data. The system will also use the NAEP data as directed by the Georgia Department of Education.

NAEP selects the students for this assessment. All students have an equal opportunity to be selected. At no time are Homeless students excluded from this process.

4. Description of role of technology

In the Newton County School System, the role of technology is centered on assisting the instructional staff in providing a 21st Century learning environments ~~education~~ for the students enrolled in the school system. This may be accomplished by:

- providing support for, and alternative methods of, instructional delivery models including integrated learning systems such as New Century and Study Island which provide diagnostic and individualized prescriptive solutions, online test prep, COACH tutorials, GMAS tutorials, Rosetta Stone, and others;
- providing an online learning supplement for teachers to incorporate into their traditional teaching practices in order to facilitate the teaching of 21st Century Learning Skills;

- providing professional development courses with both the traditional model and with the online model in technology integration to help instruct teachers how to utilize technology to improve student achievement;
- providing short one-day workshops on how to integrate technology in curriculum specific content areas;
- providing onsite instructional technology support by a system-level technology integration expert;
- providing system trained Technology Teacher Leader in each school to assist teachers in integrating technology into their pedagogy;
- providing a trained Technology Support Team in each building which consists of the Technology Teacher Leader, the Media Specialist, the School Technology Assistant, and at least five additional teachers in order to provide all the teachers in each building with the instructional technology support they need to properly integrate technology into their classroom practices;
- providing an evening-based Technology Professional Development Program that allows teachers and the community to become more technology proficient;
- providing an online Technology Professional Learning Program that focuses on job-embedded, content specific technology integration classroom practices;
- providing all students in 5th through 12th grade with an email account in order to facilitate collaboration and communication between student and teacher and between student and student;
- providing all students with the opportunity to practice writing in a protected but authentic environment such as blogging on Canvas;
- providing all teachers the use of Safari Montage Live which is a video conferencing application so that teachers may build collaborative relationships with other teachers in other states or other countries;
- providing all teachers with an online course management system (Canvas) so that teachers may turn their lessons and classroom activities into an anytime, anywhere, and any device educational opportunity for all students;
- providing all teachers with an online course management system (Canvas) in order to improve communication between the teacher and the student and between the teacher and the parent;
- providing teachers with the opportunity to upload and to access online digital content using Safari Montage that is tagged with the Georgia Standards of Excellence standard, the grade level, and the content and sub-content areas;
- providing teachers and students with the software applications such as Safari Montage Live needed to allow the teachers and the students with the opportunity to learn collaboratively, creatively, and analytically;
- helping to facilitate the development of collaborative, cooperative learning environments by increasing the communication between administrators, teachers, and students through the extensive use of email, shared folders, websites, NewtonTube, and an Intranet;
- providing assistance in managing the administrative tasks necessary for operating a school system;
- providing a robust wireless network in all schools;
- providing the environment in which students and teachers are allowed to bring their personally-owned mobile devices and are allowed to connect these devices to their H drive and to the Internet;

- providing emerging new technologies such as tablets;
- upgrading where needed the LANs, WAN, WLANs, and Internet access to make possible the items listed above
- providing a Federal Programs Technical Data Facilitator to assist Title I schools with interpreting data and integrating technology into the curriculum;
- evaluating students with disabilities for assistive technology needs;
- training general education and special education teachers on assistive technology.

These general, and the following specific goals, have been integrated into the LEA Implementation Plan. The goals were developed by a System Technology Team in preparation of the Newton County Three-Year Technology Plan. Each goal contains an evaluation component and multiple implementation strategies which are reviewed annually by a committee of key stakeholders. Annual technology use surveys by teachers and administrators play a major role in evaluating the degree to which technology integration is increasing in the system. At the conclusion of the 2012-2013 school year, approximately 95% of all certified staff members were integrating technology into their lessons.

General

In 2006, and every year thereafter, a survey will be implemented to assess the teachers' level of computer competency and the teachers' understanding of, and use of, technology integration. Results of the 2006 survey represents the baseline data.

Students Needs

In order for the students of the Newton County School System to exist in the world beyond high school, they must be prepared to live and to work in a technological world. The Digital Age of the 21st Century will require the students of the school system to be able to find, to analyze, and to evaluate information through the use of digital technology. Today's students need to become life-long learners; and it is incumbent upon the school system to provide its students with the technology literacy necessary to meet that need.

In order to meet the challenges posed by this Digital Age, the students of the Newton County School System need the following:

- Access to a modern computer—each school needs to have the quantity of modern computers necessary to ensure that the ratio of students-per-computer does not exceed 3.0:1
- The ability to purposefully use computers as a cognitive tool in order to construct knowledge and understanding

- Access to the Internet—each school needs to be connected to the Internet via a broadband connection
- Access to modern instructional software and, as a result, the needed infrastructure to allow for this access
- Access to interactive technologies in their classrooms
- Ability to collaborate with their peers and adults on a global scale; and ability to exercise problem-solving skills in creative and innovative ways
- Knowledge to find, to analyze, and to evaluate digital information
- Teachers who are technology proficient and who are able to integrate technology into their classroom practices.

ACADEMIC NEEDS OF SPECIAL POPULATION

Instruction for Newton County’s Students with Disabilities focuses on the Common Core Georgia Performance Standards (CCGPS) in accordance with their Individualized Education Program (IEP). Special Education services are provided through a continuum of services to meet the needs of each individual student. Three Coordinators, two Special Education Instructional Coaches, one Lead SLP, one Lead SNPK teacher, Parent Mentor, and one Transition Coach are available to provide support to teachers in their efforts to differentiate the curriculum for students with disabilities. In 2014 a Lead Teacher for Compliance position was added to the district staff. In 2016 the district staff added a Student Success Coach for the implementation of the SSIP.

All students with disabilities have direct access to technology for instructional and remedial support, and special education teachers integrate the use of technology in their classrooms.

All students with disabilities participate in statewide assessments. While most students with disabilities take the Georgia Milestones Assessment System, an alternative test is available for students who qualify based on their Individual Educational Plan. The Georgia Alternate Assessment (GAA) is available to approximately 1% of the students with significant cognitive disabilities. Participation in this assessment is determined by the student’s focus of instruction and cognitive level of functioning. Students with disabilities participating in statewide assessments such as the GMAS have available to them supplemental study materials. The access to the various applications and the Internet is also helpful for these students.

In 2011, the Special Education Department created the Curriculum Lab which is a resource center for teachers to assist with developing classroom activities and obtaining materials for instruction. The Curriculum Lab is also a training center for increasing the effectiveness of teachers who work with special needs students.

Access to Technology and System Readiness

It is a goal of the Newton County School System to survey all the school-level administrators beginning in the Fall of 2006, and continuing every year thereafter, to assess these administrators’ level of computer competency and the administrators’ understanding of, and evaluation of, technology integration. Consistently, this survey has indicated a very high level of technology integration by teachers. Furthermore, the survey data indicate that the administrators continue to improve their use of the technology resources available to them. The Newton County School System will do the following to provide access to technology:

- Support student learning by continuing to provide instructional technology support to system teachers by the way of onsite support by way to their Technology Support Team and training sessions, daytime courses, daytime workshops, and evening and online courses
- Continue providing current versions of all instructional software that is presently in use as well as seeking out new software that will provide the opportunity for teachers to teach 21st Century Learning Skills.
- Provide increased access to computer resources to all students. This may include, but is not limited to, adding wireless laptop carts to every school and/or iPad carts and/or tablet carts. This may also include adding interactive technologies to every school. An increase in access will be determined by annually comparing the current year's Technology Inventory with the previous year's Technology Inventory. By the end of 2012-15, each school should have a student-to-computer ratio of not more than 4.0:1.
- Provide an adequate number of Technology Specialists in order to maintain and support the computers, the printers, the interactive technologies, the classroom cameras, the classroom enhanced audio, and other classroom technologies. Provide an adequate number of network technicians to maintain and support ~~and~~ the networking equipment at the level in which each system employee is able to perform their work at the best possible level by utilizing administrative technology resources. Two school-based Technology Specialists were added in July 2008; two were added in 2009, ~~and~~ one was added in 2011, and one was added in 2015. Furthermore, a second Network Engineer was added in July 2009. Provide an adequate level of instructional technology support to its teachers utilizing system-level instructional technology specialists and school-level Technology Teacher Leaders and Technology Support Teams. In order to accomplish this goal, a greater effort will go into training and supporting each school's Technology Teacher Leader and Technology Support Team.
- Provide for the upgraded infrastructure as needed in order to meet the instructional needs of the students. This will include improving each schools LAN to 1GB to the desktop; improving each school's WAN to 10Gb; improving each school's WLAN to "AC"; "N"; and improving the school system's Internet connection to 3.2 GB 500MB. Furthermore, build redundancy into our Internet Access in order to provide a stable online testing environment and in order to provide anytime access to online digital resources.

How Progress and Evaluation Results to be Shared

Annually in the spring, the Technology Department may present if requested to the Board of Education in a public meeting the Technology Needs Assessment for the current year.

In this needs assessment an analysis is presented concerning the progress made in the current year and the vision for the following year's needs that will be addressed when funding becomes available. The press corps attends these meetings and reports in the local newspaper the ideas contained in this report. Also, the Technology Department reports to the Board of Education and to the press through a monthly Report of any progress made on the vision stated in the previous year's Needs Assessment.

How Stakeholder Involvement is Sought

The Technology Department is continuously seeking greater stakeholder involvement. The Technology Department formed a Business Advisory Panel to assist the Department in its efforts to make the best possible decisions. Furthermore, regularly meetings with the various in-district constituent groups such as school leaders, district leaders, Media Specialists, Technology Teacher Leaders, and STAs are held. The Director of Technology also meets annually with various civic groups such as the Kiwanis Club and the Rotary Club to update these members on the Technology Departments plans to provide the students with 21st Century learning environments.

Market Role of Technology in Helping Students Achieve CCGPS

The role that technology plays in preparing students for life beyond high school is tremendous. The Newton County School System is committed to providing the students and the teachers with the best technology and with the best training on how to properly use that technology to prepare students for the future digital world. The school system provides computerized tutorials in order to assist those students in achieving mastery on the CCGPS.

A communication and marketing plan will include a two strategy approach. The first strategy involves internal communication with the various internal stakeholders such district administrators, school administrators, teachers, staff members, and students. The second strategy involves external communication with the various external stakeholders such as Board of Education members, business and community leaders, parents, and the media.

The first strategy is implemented by multiple means: email, SharePoint, Technology Newsletter, Teacher Forum, Leadership meetings, and various Technology Meetings:

- Email is used for more immediate notification of important actions or events. A system listserv has been created to ensure that everyone receives these important emails. These emails are sent periodically as the situation warrants.
- SharePoint is used for more routine announcements and shared documents.
- Teacher Forum is a monthly meeting in which the Superintendent meets with one teacher representative from each school. This is the one opportunity for teachers to ask the Superintendent questions. Often the Superintendent is asked questions dealing with technology-related issues. Each representative reports back to the other teachers in his/her school.
- Leadership Meetings meet once-per-month; it includes all the district-level administrators and all the principals. These meetings are used to disseminate information that is important for all schools. Technology-related information is distributed at this meeting to all the principals.
- Monthly, the Deputy Superintendent of Schools and the Directors of Elementary and Secondary Curriculum, Instruction, and Professional Learning have meetings specifically with their respective principals. The Director of Technology regularly attends these meetings to answer questions.
- A Technology Newsletter is sent out to all employees four times per year.
- Monthly the Director of Technology has meetings with various technology groups with representatives from each school. Information is disseminated at these meetings. These contact persons will then disseminate this information to the faculty and staff at each school.

The second strategy is implemented by multiple means: the presentation to the Board of Education of the Annual Technology Status Report and Needs Assessment. At the Board of Education Meetings, the public and media are present. Furthermore, news releases are sent to the Media by the Director of Public Relations on a regular basis. A phone-based parent notification system was implemented in the spring of 2008. This allows for communication to be sent directly to each parent. The Director of Technology is accessible to the media via phone to answer questions relating to technology issues. The Superintendent is a member of Rotary and communicates regularly with the various community leaders and business leaders. The Superintendent also meets regularly with the “Key Communicators” to address the concerns of these very important individuals. Key Communicators are the School Council Presidents at each school.

5. Description of how the LEA will provide additional educational assistance to individual students not meeting standards

Administrators and teachers disaggregate data and pinpoint by name all students who are in danger of not meeting standards so that they may receive interventions in a timely manner. Assessment results in the core content areas -are utilized to assist in identifying these students on an on-going basis. Additional educational assistance is being provided to 598 EL students, 13,665 economically disadvantaged students, 2,618 students with disabilities, 184 homeless students and 1 migrant students. Following is a list of the major strategies used in the system to ensure that the needs of economically disadvantaged and other struggling student groups are met:

- Data review and disaggregation during pre-planning days at the school and curriculum meetings held through the school year.
- Extended day programs are provided for students in grades 1-12, beginning in October and continuing through May.
Summer school sessions are held for students in grades 3 and 5, 6-8, and 11-12th grades who have failed to pass one or more portions of the GMAS. In addition, Extended School Year (ESY) Services are provided to those Students with Disabilities identified by their IEP Teams as needing additional instruction and remediation on Georgia Standards of Excellence as well as their IEP Goals and Objectives.
- High school students may participate in the virtual high school program to earn course credit. A night school program is provided to assist students in recovering course credit. Beginning in the summer of 2007, the GradPoint Credit Recovery Program was made available in all high schools during the academic day as well as in the Night School Program during after-school hours.
- ESOL services are provided through the use of eleven elementary teachers/positions, two middle school teachers, and ~~three~~ two high school ESOL teachers.
- Each school has a designated special education contact person who is responsible for coordinating work among teachers in the school and between the school and special education department. Monthly special education contact meetings are held with the Director of Special Education and Special Education Coordinators. These meetings provide opportunity to maintain focus on rigorous instruction for students with

disabilities, accurate assessment, and to ensure continuity in use of the curriculum system-wide.

- Special education teachers are purposefully integrated into the overall programming for students through participation in professional development sessions on CCGPS, differentiated instruction, unit development, technology, backward design, assessment and evaluation, and all curriculum workshops attended by regular education teachers. They are also expected to use the same CCGPS units as their regular education colleagues.
- The system has developed a plan to increase the education of students within regular classrooms through a progressive increase in the number of co-teaching and para support classrooms found in each school and subject.
- The Special Education Department will develop a Professional Learning Calendar to be provided to all schools. The calendar will list various professional learning opportunities for all staff in the district. The focus will be co-teaching, paraprofessional training, IEP writing, classroom management, transition planning, and adaptive curriculum.
- Flexible grouping for reading and math instruction is a common practice in our elementary and middle schools. Two of the elementary schools implemented Reading First grants that provided dedicated, quality instructional time in reading for all student groups including those with disabilities. New technologies are planned including “interactive white boards” and other video enhancements. Students with disabilities have access to specialized technologies as needed through IDEA, Part VI-B funding. All teachers are provided the opportunity for professional development to enhance their knowledge of how to use technology as an instructional tool.
- Funds from Title I Program supports the before-school, after-school, Saturday School, and summer school programs and services.
- Title I and II funds may be used to hire teachers to reduce class size in elementary, middle and high schools.
- Title I funds may be use to hire supplemental instructional support staff to include teachers and paraprofessionals.
- Title I funds are being used to fund instructional coaches at Title I schools. The system also employs a Parent Involvement Coordinator, Instructional Specialist and Technical Data Facilitator through the use of Title I funds.
- Effective the 2012-2013, schools designated as Priority and/or Focus Schools will have to develop a Flexible Learning Program (FLP) that offers supplemental services through alternative interventions. There is one schools-that must implement the FLP: Flint Hill Elementary.
- Title I funds will be used to support professional learning needs to effectively implement research-based teaching and learning practices to support the academic curriculum, behavioral concerns that impede learning, and strategies to address the concerns that affect the economically disadvantage subgroup.
- Title I funds are used to support classroom instruction via materials, supplies, equipment and services related to academic and behavioral needs for students who are struggling and/or at-risk of not meeting state standards.
- Title I funds will be used to support parent and family engagement ~~involvement~~ activities and the six requirements to build capacity.
- Title I funds will be used to purchase supplemental software and technology devices for instructional purposes.

6. Description of the strategies the LEA will use to coordinate all federal programs to provide professional learning on the integration of technology into the curriculum and instruction

The official Vision Statement for Newton County Schools is: The Newton County School System envisions students, who through a rigorous and relevant education, will be able to think critically in order to produce, perform, create, and communicate their knowledge competitively to a hyper-connected, global audience.

The mission of technology for the Newton County School System is to assist in educating students to be responsible and productive citizens, to be active participants in the American democratic processes, to be creative and innovative individuals who will successfully compete in the global economy, to be problem-solvers and critical thinkers, and to be thoughtful and willing members of our society who will work for its betterment. Due to ever-accelerating change, Newton County Schools need to prepare students to be life-long learners. We will assist students, educators, parents, and community members in accessing, processing, and analyzing information in order to create meaningful knowledge that can be used in beneficial ways. We will prepare the students, the educators, the parents, and the community members to become critical thinkers, problem solvers, innovators, collaborative team members, and productive citizens. We will strive to provide our students and teachers with 21st Century instructional materials, equipment, sustained support, and Professional Learning in order for these individuals to attain and maintain 21st Century Learning Skills. The staff of the Newton County School System's Technology Department along with colleagues within other departments, and within each school will work diligently to fulfill this vision and mission of technology utilization in the Newton County Schools.

The vision for technology utilization was developed by educators and community stakeholders and approved by the Newton County School System. The vision of the Newton County School System for technology utilization includes the desire to implement the following:

- Offer students, teachers, staff members, and administrators mobile (wireless) high speed and/or wired high speed access to current information to empower problem solving, decision making, and collaborative learning;
- Develop authentic models for assessing student achievement and diagnosing data to differentiate and personalize instruction and maximize achievement;
- Provide equal opportunities and assistive technologies for students with special needs or disadvantaged sub groups;
- Expand students access to an anytime, anywhere, and any device learning environment by involving more teachers in Newton County's Canvas virtual learning management system;
- Provide 21st Century standardized equipment and resources in all academic classrooms;
- Restructure classroom instruction around research-based instructional strategies to focus on improving student achievement and to make it valid, authentic, goal-oriented, tied to the state standards, and connected to 21st Century technology;
- Allow students to work on areas of individual interest at their own pace with immediate feedback, the opportunity for self-evaluation, and continuous progress and success;
- Engage in continuous evaluation of instructional practices and technology integration to monitor student and teacher technology literacy in accordance with National Technology Literacy standards;

- Provide a web-based grade book accessible to both students and parents for the secure access of student attendance, grades, standardized test results, and other data regarding the students' academic standing;
- Create a standard design for classroom technology and initiate system wide purchasing policies concerning technology;
- Expand the central distribution of multimedia material through the use of Safari Montage to all classrooms;
- Provide high performance, web-based software to administrative personnel that will allow easy data collection and distribution to school personnel.
- Provide current, web-based information to inform the community of overall student requirements, performance, and achievement;
- Extend the availability of school technology resources to the community.

Professional learning on integration

Results of annually administered teacher, administrator, and parent technology surveys will be used to identify topics for professional development in technology. Approximately 95% of our certified staff has met the requirements for technology literacy as required by the Georgia Department of Education. The system's annual professional development survey will be coordinated to probe for specific technology needs relating to student achievement. Since the 2006-2007 school year, a variety of technology courses have been offered within the system through the professional learning department addressing technology integration. The courses, which are offered for professional learning units (PLUs), are taught by teachers who have demonstrated competencies in technology integration. Professional learning related to the integration of technology in core academic areas is often supported using Title II A funds. The system employs a Director of Technology, three Instructional Technology Specialists 12 Technology Specialists, 1 Help Desk Technician, two Network Administrators, and two Network Engineers to support the schools.

During professional learning sessions, teachers and presenters utilize a variety of technologies including LCD projectors, ActivBoard panels, the Internet, and presentation software. By using these tools during presentations, teachers and presenters are modeling the functional use of technology.

Title I Schools are allowed to purchase technology and provide professional learning supplemental to what the district is providing to all schools to integrate technology into the classroom for student learning. The supplemental support is designed to meet the needs of schools based on the identified weaknesses. The Title I department coordinate efforts with other district level program areas to provide supplemental services based on identified needs as outlined in each school's Title I and School Improvement Plans.

7. Description of 8th grade technology literacy

The Newton County School System is committed to providing each student with a level of technology literacy before that student finishes 8th grade. Annual technology assessments were discontinued by the GDOE. Each student will be provided with Internet Safety instruction grades 1-12.

Special education teachers will use technology to accommodate and differentiate instruction for students with disabilities.

8. Description of how LEA will ensure funds are spent on scientifically and or/evidence-based practices and products

In order to improve areas of weaknesses, school improvement teams evaluate instructional programs and strategies in relationship to evidence-based practices. System-wide there is a commitment to finding and utilizing programs and practices that work. Strategies are selected to remediate individual student deficits as well as to improve specific program deficits. Schools are expected to utilize the data collected on students' performance to individualize instruction and monitor progress in learning.

School improvement teams at each Title I School are responsible for evaluating the components of the program at least once a year. Evaluation involves the comprehensive use of results obtained from the student assessment program, as well as feedback from stakeholder groups. A school improvement consultant, who is external to the system, facilitates an informal review of the program by having the leadership team identify and discuss what is working and what is not. Results are recorded in meeting notes. For example, a team may examine the effectiveness of the school's attendance committee in monitoring student absences and tardiness based on monthly data reports. Schools sometimes assign small groups of teachers to conduct literature reviews on programs or practices that are being considered for implementation. Discussions are also initiated with other schools within and outside the district to receive firsthand knowledge of how a certain program is working. The Title I Director and other County Office staff participate at school improvement meetings where evidence-based programs and practices are discussed, as appropriate, Newton County School System ensures that funds are spent on scientifically and/or evidence-based practices and products for all programs including the purchases of technology and technology tools.

a. Professional Learning:

- Provide technical assistance/professional learning on how to assure programs are scientifically based for school and central office leadership personnel. These professional learning activities focus on programs/materials selection as well as providing general leadership to teachers and other school personnel for implementing scientifically based practices.
- Provide professional learning activities that are job embedded. Instructional coaches are used at several of our elementary schools to provide classroom demonstrations and observations of targeted practices such as guided reading. New teachers are assigned mentors, who provide on-the-job training in order to support their acquisition of important knowledge and skills that are important to job retention. Having a mentoring program has enabled many of our new teachers to provide a greater focus on high impact instructional practices that boost student achievement.
- Implement on-going professional learning activities rather than one shot programs. Topical series are offered through the professional development program including technology integration, differentiation of instruction, etc. Many of our schools have created professional learning communities that conduct book studies on topics that reflect areas of need.

- The redelivery model is used to train teachers and administrators in the effective use of CCGPS, Georgia Milestones, Marzano’s “High Impact” strategies, and other system-wide programs or practices. When selected staff in the local schools attend state and national conferences they also redeliver their learning to the entire faculty, a grade level, or department.
- b. Strategies for Assuring SBR focus:
- Require program directors to submit a form along with each request to purchase a service or product that exceeds \$2,500. The form includes a description of the service or product to be purchased, and a reference to specific educational research that provides scientific evidence to support the service, product, or approach to instruction.
 - A number of years ago, the system introduced the Saxon Math Program in grades K-5 in an attempt to improve on weaknesses identified in math instruction. The elementary schools have experienced success with this scientifically-based program. In the spring of 2007 teachers made another researched-based selection in choosing Harcourt Mathematics which is strongly correlated to the researched-based Georgia Performance Standards. In 2013 Pearson’s enVision Math program was adopted and strongly correlated to the new CCGPS. For the most part, Reading First Schools saw gains in reading through the use of this federally-funded, SBR program.
 - A stakeholder committee is usually appointed by the County Office staff to assist in making decisions for purchasing large items/programs or system-wide initiatives. Committee members are provided a rubric/evaluation form that assures SBR compliance. Rubrics containing indicators of scientifically-based features of reading programs, for example, were used by teachers in selecting the English Language Arts textbook series. In 2014 SBR suggests a varied approach to teach reading/ELA/Writing. Teachers and administrators decided to adopt a variety of SBR instructional materials from various companies to teach elementary students to read. A similar approach will be used to review and select textbooks in other subjects during textbook adoption. Local schools also use stakeholder committees to review programs or products before purchasing them. For example, prior to purchasing Accelerated Reader Program, several of our elementary and middle schools formed committees to review this program, examining its strengths and limitations.
 - Require vendors/consultants to provide SBR research for products and services. For example, the research base for Learning Focused School Strategies by Max Thompson was reviewed prior to schools making the decision to implement these two practices.
 - In general, the Newton County School System complies with the Principles of Effectiveness by selecting and purchasing scientifically and/or evidence-based technology and technology tools. A System Technology Planning Team assists in making decisions to purchase such technology and tools.

The Director of Technology is responsible for all Instructional Technology. As a result, there is a great deal of collaboration between the Director of Technology and the Director of Federal Programs in order to coordinate professional learning as it relates to Instructional Technology. No technology is purchased using Title I funds without first making sure that training will be

provided to all teachers willing or required to use this technology. No technology is purchased without the assent of the Director of Technology and Directors of Secondary and Elementary Curriculum and Instruction in order to make sure that the technology supports the curriculum and instruction initiatives approved by the system.

Erate funds are used to improve access for all students. As a result, Erate will be used to complete “Goals: Access 1, 2, and 3” above. Erate is also used to pay for telecommunications and Internet access. The Newton County School System is committed to giving every child the same opportunity to access digital resources on the Internet and this includes providing the teachers with the professional learning necessary for them to know how to integrate technology into their classroom practices.

9. Description of coordination and integration of services with other education services

- In general, Title I funds provide additional instructional coaches, teachers and paraprofessionals based on the school’s comprehensive needs assessment to address academic concerns. Title I and Title II-A provides professional learning for the teachers and paraprofessionals, and Title III supports students of other languages with materials, supplies, activities and professional learning. The system’s twenty-one Title I school-wide programs use federal and state funds to provide seamless services for all students.
- The special education and Title I programs assist in purchasing technologies needed by students such as wireless computer labs, assistive technologies, ActivBoards and accessories, iPads, instructional software, desktop computers, laptops and Netbooks.
- Parent and Family Engagement activities are funded cooperatively through the State Pre-Kindergarten Family Resource grant and Title I.
- Title I funds are being used to fund Instructional Coaches at Title I schools. In addition, one Instructional Specialist, a Parent Involvement Coordinator and a Technical Data Facilitator are hired at the district level.
- IDEA/ funds are being used to fund two Special Education Instructional Coaches, a parent mentor, and one Transition Coach.
- IDEA- Funds are used to purchase ActivBoards and iPads for special education students. The iPad2s are available through Assistive Technology for use with specific students as needed, based on their Individual Educational Plan.
- Professional development is being provided through Title II-A funds to bring special education teachers up to “highly qualified” requirements as provided for under ESEA (Elementary and Secondary Education Assistance) and IDEA.
- Title I funds are used to underwrite the cost of professional development for Title I School-wide Programs in order to bring them up to the “highly qualified” requirements of ESEA.
- Federal Perkins’ funds are utilized to enhance the academic and technical skills of secondary CTAE and academic teachers.
- Title I funds are used to support professional learning on effective teaching strategies and research-based instructional strategies.
- Title I funds are used to support classroom instruction via materials, supplies, equipment and services related to academic needs for students who are struggling and/or at-risk of not meeting state standards.
- Title I funds will be used to support professional learning needs to effectively implement research-based teaching and learning practices to support the academic

curriculum, behavioral concerns that impede learning, and strategies to address the concerns that affect the economically disadvantaged subgroup.

Beginning with the 2006-2007 school year, Title II-A funds will be used to recruit “highly qualified teachers” in and out of the state. At each school, fragmentation in service delivery will be decreased among classroom teachers and other supplemental teachers (Title I, Special Education, and EIP) through regular collegial planning sessions. At the elementary level, many of these sessions are funded by federal funds that are available for professional learning. In addition, the school improvement leadership team at each school is comprised, by design, of representatives from all state and federally-funded programs to ensure coordination of services and communication about program issues. Each school’s School Improvement Plan (SIP) addresses the needs of all student population groups, as well as the areas of focus. Grade level teams utilize data summaries generated by the school improvement leadership team and information obtained during collegial planning sessions to make important instructional and curricular connections for students.

Homeless: Newton County School System collaborates with DFACS, Salvation Army and social workers to monitor needs of the homeless population. As these students enter the school system, registrars ask a series of questions in conjunction with the Home Language Survey to access the status of students. Following the initial interview, the counselor meets with the students and families to determine student/family needs. The information is forwarded to the homeless liaison. The homeless liaison contacts the family to assess additional needs. Among the educational services offered to these students are regular education setting, EIP services, Title I services, gifted services, RTI services, special education services.

10. Description of prevention of violence, drug and tobacco use

Newton County School System is using a variety of programs that meet the Principles of Effectiveness based on assessment data and thereby assuring a safe, orderly and drug-free learning environment. The SDFSCP collaborates with various communities including parents, federal, state, school officials, and community leaders. A needs assessment was conducted of the program Spring 2011. Results of the needs assessment indicate that the system needs to focus on bullying, use of alcohol, tobacco use, and school climate.

The following drug and safety programs are in place throughout the system and have been integrated into the regular curriculum by teachers. These programs were previously described under Descriptor 1, III, Non-Academic Data.

- Classroom Instruction
- Life Skills Training
- Red Ribbon Week
- Character Education
- Small Group/Individual sessions related to substance abuse or bullying issues
- Get Real About Violence

- Peer Mediation
- Conflict Resolution
- CHAMPS

The Newton Prevention Council is the Advisory Council for the Safe and Drug Free Schools Program. Advisory Council meetings are held at least four times per school year and during the summer months on an as-needed basis. The duties and responsibilities of the Advisory Council members include the following: attend quarterly meetings, elect a chairperson to conduct the meetings and plan the agenda, discuss community needs and protective factors already in place, implement activities related to annual goals and objectives, coordinate Red Ribbon Week on a community-wide basis, plan professional development activities for Advisory Council members and community liaisons, assess community attitudes regarding drug/alcohol use, conduct student surveys, and evaluate annual program goals. Advisory Council members include representatives from the elementary, middle, and high schools; school social work department; school psychology department; Newton County Juvenile Court; Newton County DFCS; Newton County Community Partnership; Department of Juvenile Justice; Covington Police Department; Newton County Sheriff's Department; students and parents.

11. Description of poverty and school eligibility criteria

Newton County School System uses free/reduced meal percentages to identify eligible attendance areas and schools to be served, it also services schools by rank order of poverty level. Ten schools, Middle Ridge, Porterdale, Clements, Fairview, Live Oak, West Newton, Livingston, South Salem, Veterans and Liberty serve more than 75% of the students in the federal free and reduced lunch programs. Schools serving thirty-five percent or more of their students in the free or reduced lunch program are considered for Title I eligibility. Information on free and reduced lunch recipients is collected at each school and is used to determine the funding for eligible students. Each school receiving Title I funds develop either a school wide plan (SWP) or a targeted assistance plan (TAP). Under the current eligibility criteria, twenty-one schools in Newton County have established Title I Programs including three high schools (Alcovy, Eastside and Newton High), five middle schools (Clements, Cousins, Indian Creek, Liberty and Veterans Memorial) and thirteen elementary schools (East Newton, Fairview, Flint Hill, Heard-Mixon, Live Oak, Livingston, Mansfield, Middle Ridge, Oak Hill, Porterdale, Rocky Plains, South Salem and West Newton. All twenty-one Title I schools have a school wide program. Schools that desire to create a school wide program must spend an entire year conducting a needs assessment and engaging in a comprehensive planning process.

12. Description of identification criteria used to determine children most in need of services in Title I targeted assistance schools. Newton County School System uses multiple selection criteria to identify eligible students and to rank order eligible students. Multiple Selection Criteria for the Title I Targeted-Assistance Program and Title I supplemental classes will include test data, retention, and subject area failed. Each category will receive a score and once total calculation are computed, all students will be rank ordered for priority of services for those students who are most academically in need. The services provided by NCSS to students in Title I targeted assistance schools are based on the specific needs of students in that school just as services are provided to all other students in our system. Currently, all Title I schools in NCSS have school-wide programs.

13. General description of instructional programs

Newton County School System has 24 schools including: 14 elementary, 5 middle, 3 high schools. Of these schools there is one theme school. Additionally, there is one alternative program (Ombudsman) and one career academy (Newton College and Career Academy). All middle schools have Title I School Wide Programs (SWP). Of 14 elementary schools, 13 have School-wide Programs (SWP), and one has no Title I program. All three high schools have School-wide Title I programs. There are no Targeted- Assistance Program in NCSS. In addition to Title I programs, a range of supplemental and regular education programs are available to students Pre-Kindergarten through 12th grade. In addition to using the state mandated assessments, schools administer nine-week benchmark assessments in reading and math. After school sessions, Saturday sessions, and summer sessions are held for students failing reading and or math in grades 3-8, and for high school students not passing in one or more subjects or in need of credit recovery. Instructional programs that are available at each grade level are described below.

Newton County School System uses Title I funds to hire teachers and paraprofessionals to reduce class size in grades kindergarten through 12 and offer supplemental Title I services the academic areas. The purpose of the class-size reduction (CSR) teacher is to effectively implement research-based instructional strategies in a small class setting. The use of additional teachers to reduce the number of students in a class will allow for the opportunity to work with fewer students to implement a variety of scientifically-based research methods and instructional strategies to address the needs of students. The Georgia Standards of Excellence will drive the instruction in the classrooms. Supplemental teachers and paraprofessionals will be used to provide additional support based on individual student needs. Middle school supplemental teachers are part of the connections rotations. Elementary supplemental teachers and paraprofessionals provide pull-out services to address individual student needs. Additionally, strategies from Learning Focused Schools and “What Works in Schools” are utilized to address the individual needs of the student. Research-based strategies gleaned from Robert Marzano’s work are used to increase student achievement. Some of the practices that are used include the building of background knowledge, direct vocabulary instruction, small group differentiated instruction, implementation of non-linguistic representations, activating strategies, higher order thinking questions, and advanced organizers among others.

Elementary Program

Newton County elementary schools offer a child-centered curriculum that is well-rounded and developmentally appropriate in all academic areas for students in pre-kindergarten through fifth grade. Students receive instruction in language arts (which includes reading, spelling, writing, grammar, listening, and speaking), mathematics, science/health, social studies, music, art, physical education, and handwriting. Technology is used to support the curriculum and enhance student learning.

The elementary curriculum is designed to help students reach their intellectual, social, and physical potential. Curriculum objectives are based on state and local requirements, thus ensuring that all students receive comprehensive instruction in all areas of study. If students need additional support within the school setting to reach their potential, two programs are available: Title I and the Early Intervention Program (EIP). These programs incorporate a wide range of instructional strategies that are presented to students in small learning groups and lower class size. Beginning with 2012-2013, all English/Language and Mathematics classes will implement the Common Core Georgia Performance Standards.

Educational services are offered through the Quest program to academically gifted students in kindergarten through fifth grade who meet state eligibility requirements. At the elementary level the program is one of enrichment, utilizing specially trained teachers. Elementary teachers focus on assessing each student's level of individual achievement in reading, math, and writing. This assessment information is used in developing plans for student improvement in these basic areas. Students are involved in a wide assortment of supplemental activities, including the CHAMPS program of drug awareness and decision-making, Junior Beta and 4-H Clubs.

Educational services are offered through the ESOL program. EL students are served at Middle Ridge, Live Oak, South Salem, Fairview, Theme, Porterdale and West Newton Elementary Schools. Educational services are offered by certified ESOL teachers through push-in and pull-out delivery models for a minimum of one segment of forty-five minutes per day for grades K-3 and one segment of fifty-five minutes per day in grades 4-5. The instructional program consists of language rich instruction encompassing listening, speaking, reading, writing and math. In addition, the ESOL teacher is responsible for the WIDA standards including social and instructional language usage, the language of Language Arts, the language of Math, the language of science, and the language of Social Studies. Rosetta Stone Language-Learning Software is utilized to provide additional individualized instruction.

Pre-kindergarten is an adventure of carefully planned experiences designed so every student will encounter feelings of success. The program allows children to build upon their natural talents and abilities to become confident and comfortable in their role as productive learners. The curriculum follows the guidelines of Bright from the Start: Georgia Department of Early Care and Learning. In 2013 all Pre-K teachers were provided professional learning on the GELDS and implementation of the new standards began. Every pre-kindergarten class has a full-time paraprofessional who assists the teacher.

Special Needs Prekindergarten classes are in all but one elementary school, sometimes with more than one classroom per school. Inclusion classes are at two schools and special needs students are included in regular preschool classrooms as well. At age three, children who qualify for services can participate in the early childhood program.

The kindergarten curriculum provides a balanced program that addresses the social, emotional, physical, and academic development of each child. Through processes of exploration, discovery, and invention, our kindergarten children develop the concepts, skills, and attitudes necessary for continued success in school. Kindergarten teachers are also assisted by full/part-time paraprofessionals.

The elementary grades emphasize literacy and mathematics skills development. A two to three-hour time block each day is dedicated to the acquisition of language arts skills and on-going

progress monitoring of listening, speaking, writing and reading. Student progress in reading is measured using benchmark assessments. A balanced language arts program seeks to combine phonemic awareness, phonics, vocabulary, fluency and comprehension with a literature print-rich learning environment. Student progress in Math is measured by using benchmark assessments. Textbooks and materials for language arts instruction are many and varied to meet the wide range of student abilities. Instructional extension is offered at the elementary school either in the Saturday program or in the before and after school programs for students needing extra assistance.

Effective communication with parents is a priority for elementary schools. A variety of methods are used, including PTO programs and meetings, early release days for parent conferences twice yearly, progress reports, school newsletters, and volunteer programs. Progress reports are sent home every nine weeks to notify parents of their child's current academic and social development. Teachers schedule two conferences during the school year to discuss each student's progress with his/her parents. Other conferences are scheduled as necessary.

Middle School Program

Newton County middle schools provide an educational program and environment that is responsive to the intellectual, physical, social and emotional development of students in grades six through eight. Middle schools provide a bridge between elementary school and high school. Teaching how subjects interrelate and how those bonds affect everyday life is just one of the goals of the middle school concept. This education philosophy focuses attention on the whole child by using team teaching, common planning time, and coordination of subject matter to heighten learning. The middle school curriculum offers a wide range of courses from essential basics to advanced studies.

The mathematics program carries over from the elementary schools. Students are expected to master basic arithmetic, including fractions, decimals and percentages, and begin tasks requiring more abstract reasoning such as logic, geometry and algebra. Between 2012-2013 and 2013-2014 school year, the Common Core Georgia Performance Standards (CCGPS) has been taught at each grade level. Beginning in 2014-2015 the Georgia Standards of Excellence (GSE) will be taught in all middle grades mathematics classrooms.

Grammar and literature are taught together in the language arts class. Instruction emphasizes total language development including grammar, composition, and writing, spelling, reading, listening, and speaking. Between 2012-2013 and 2013-2014 school year, the Common Core Georgia Performance Standards has been taught in all middle school English/Language Arts classrooms. Beginning in 2014-2015 the Georgia Standards of Excellence (GSE) will be taught in all middle grades English language arts classrooms.

The science curriculum builds on skills of observation and experimentation while increasing knowledge in specific areas such as biology, chemistry, physics, geology, and astronomy. Critical thinking skills as well as information processing skills are emphasized. Students receive health instruction through the Physical Education department including fitness, personal hygiene, nutrition, human growth and development, and the harmful effects of smoking, drug abuse and alcohol.

In social studies, students learn about the different continents and countries, including their geography, natural resources, political and economic systems, language, and cultures. Eighth graders study the State of Georgia in detail. This study includes its geography and history, local and state governments, industry, business, and education, as well as the proud heritage of Newton County. The social studies curriculum provides a basic understanding of the nature of man and society.

With the implementation of the Common Core Georgia Performance Standards and now the Georgia Standards of Excellence, science and social studies and “connections” teachers will embed the Literacy Standards that are part of the GSE in their instruction and curriculum.

Students’ progress is monitored through system developed benchmarks. The exam data is collected and aggregated in the Illuminate database for extensive review and identification of areas of strength and areas in need of improvement. Middle schools also use the STAR Reading and STAR Math to screen all students for deficiencies in their basic skills.

Academically gifted students who meet state eligibility requirements may enroll in the Quest program. Quest classes are taught on an advanced level in at least science and language arts. Middle schools ensure that students receive five hours of academics daily while also developing individual skills through exposure to band, chorus, art, foreign languages, physical education, and career technical education in connections classes. Instructional computer labs are used to reinforce and enrich students in the areas of language arts and math. Computers are also utilized in the classrooms to augment course content. Curriculum fairs and contests allow students to compete with other schools and districts in such areas as science, social studies, composition, and oratorical competitions. The middle schools also offer extra-curricular clubs as well as interscholastic and intramural sports.

Programs commonly available at the middle schools include the following: SRA Corrective Reading and Reading Expression in Title I, Study Island, reading/LA and math remediation and enrichment computer software, Accelerated Reader, STAR Assessment, STAR Math, STAR Reading, Reading Mastery Plus, SE/Regular education collaboration, SRA Spectrum Math, ALEKS Math, Reading and Writing Across the Curriculum, After School Instruction, Job Shadowing, School-Wide Vocabulary Instruction, Summer Reading, , and gifted instruction in at least science and language arts.

At the middle school level, EL students are served at Clements, Cousins, Liberty, Indian Creek and Veterans Memorial Middle Schools. The number of segments of instruction varies from student to student with every identified EL student receiving a minimum of 250 minutes of EL instruction per week by a certified ESOL teacher. Their instructional program consists mainly of Language Arts instruction such as listening, speaking, reading and writing. In addition, the ESOL teacher is responsible for the WIDA standards including social and instructional language usage, the language of Language Arts, the language of Math, the language of science, and the language of Social Studies. EL students receive additional individualized instruction through Rosetta Stone software.

Progress reports are sent out by each school after the first nine weeks of each semester as well as during the mid-point of the quarter (in middle schools); report cards are sent home at the end of each semester. At any time throughout the school year, parents are able to view their child’s grades by logging into the parent portal of our student information software. Teachers schedule

two conferences during the school year on early release days to discuss each student's progress with his/her parents. Other conferences are scheduled as necessary.

Beginning with the 2005 - 2006 class of 8th graders, the Georgia Department of Education requires that all 8th graders meet the minimum standards of competency on the reading and math portions of the Georgia Milestones Assessment System before being promoted to 9th grade.

High School Program

The emphasis of education for high school students in Newton County is preparation for life after high school. Through a range of intriguing and challenging courses, students find opportunities for critical and creative thinking, and vital skills for future success. Students may choose from many electives to pursue an interest in-depth, or sample subjects to focus educational and career interests. Strong instructional departments provide a solid educational foundation. Students' progress is monitored through system developed content specific benchmark exams. Exam data is collected and aggregated in the Illuminate database for extensive review and identification of areas of strength and areas in need of improvement.

Through the Fall of 2007, those entering the ninth grade were able to choose one of two programs of study: College Preparatory or Technology/Career-Prep. (Graduation programs with distinction have mandatory additional requirements.) The college preparatory program requires a minimum of four units each of English, mathematics, and science; three-and-one-half units of social science, and two units of foreign language. The Technology/Career-Prep program requires four units of English, three units each of mathematics and science, and three-and-a-half units of social studies. Each program of study meets or exceeds minimum state graduation requirements. The Technology/Career-Prep program additionally requires four units of vocational credits with three units concentrated in a vocational area. This program of study prepares students for post-secondary options.

Tiered diploma options are no longer included in the graduation requirements for students entering ninth grade in 2008-2009. All students are expected to complete a common set of requirements to earn a regular diploma. The following units are required under the new graduation rule for all students: four units each of English, mathematics, and science, three-and-one-half units of social science, three units in Technology/Career and/or Modern Language/Latin and/or Fine Arts, one unit in health and physical education, and three and one-half units of electives.

All high school students in Newton County prior to fall 2010 are required to pass all five sections (English/language arts, Writing, Mathematics, Science, and Social Studies) of the Georgia High School Graduation Test (GHS GT) in order to participate in the graduation ceremony and/or one of the EOCTs in the corresponding GHS GT area for students who are eligible to participate given their year of entry into high school. In addition, eight courses (Math I, Math II, Physical Science, Biology, 9th Grade Lit/Comp., American Lit, Economics, and US History) require students to take state End of Course Assessments (EOCs) that count as 15% of the student's grade. EOCs count as 20% of the students' final grade for students who entered high school during the 2011-2012 school year.

Gifted and Advanced Placement courses are important curriculum features for students who are eligible for gifted services and for those who wish to participate in Advanced Placement courses.

The Quest program for academically gifted students offers classes in language arts, mathematics, science and social studies. These classes are taught on an advanced/enriched level and parallel the regular school curriculum.

High school students who meet program requirements may also participate in Work-Based Learning/Youth Apprenticeship Program and/or several Post-Secondary Options to include joint and dual enrollment as well a Move on When Ready (MOWR). Joint enrollment provides students with the opportunity to receive post-secondary school credits while continuing their high school education. Dual enrollment provides students with the opportunity to receive post-secondary school credit that also counts toward high school credit. Students who opt to participate in the MOWR program take all courses at the college site, but must participate in all state testing at the “home school” site.

Currently, Newton County has more than fifty business partners in the Apprenticeship Program. This program provides students who commit to post-secondary education, the opportunity to receive work-based learning under a business partner mentor in his/her career field.

High school students may be involved in a wide variety of co-curricular programs, including drama, band, chorus, visual arts and Career Technical Student Organizations. Students are offered civic, social, and service experiences beyond the classroom through a wide variety of clubs and organizations. The high schools of Newton County offer a comprehensive athletic program for secondary students.

Other Programs/Services

- Annually the county office seeks to identify migrant, neglected, delinquent, or homeless students who are eligible to receive Title I services. Currently, there are 5 migrant students identified for services. They will be offered a full range of instructional and other supports made available to all students. The Department of Human Resources reveals 11 licensed child caring institutions. These 11 institutions consist of 11 sites. As referenced in the previous descriptor, SDFS programs/activities are available to all schools for all students including those in alternative school settings, such as - Ombudsman Program, after school programs, or other settings that address high risk youth.

QBE funds will be used to fund the program and staff required by QBE. In addition, local funds will be used to supplement QBE funds to reduce class size, provide paraprofessionals and to provide additional instructional materials. Title II funds will be used to provide professional learning for teachers.

Title I funds will be used in a supplementary manner to further reduce class size at the elementary, middle and high school levels and to provide additional support services including paraprofessionals in the elementary computer labs, a Parent Involvement Coordinator, Parent Liaisons, and Instructional Coaches for selected elementary and middle schools. Schools use their Title I instructional materials to purchase high-quality, research-based materials that will supplement materials supplied through local and QBE funding.

ESOL students will be served using pull-out, push-in, and sheltered content models by locally-funded ESOL certified teachers. Programs currently in use include the following: Avenues (elementary), High Points (middle school), and Sheltered English (high school). By the end of

the 2017 school year, the system will have employed a total of fifteen ESOL teachers to provide services from the elementary through high school levels.

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

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

14. Description of services provided to homeless children

Newton County School System works with the school counselors, school social workers and enrollment clerks in the registration process to identify homeless children. The system also coordinates with our local Department of Family and Children Services and other agencies to identify homeless children.

The Director of Student Services is the coordinator for the homeless program and is responsible for assessing related needs of homeless children and youth and planning strategies to meet those needs. Case study information is used to identify related needs such as a need for personal school supplies. Formative assessments include the following:

- Teacher made and commercial rubrics
- Computer-assisted programs
- AR Reader
- Star Reader
- STAR Math
- STAR Early Literacy
- On Line Assessments (OAS)
- Benchmarks

Available data and information is used to produce a summary of needs. During the 2013-2014 school year 224 students were served as homeless. Services such as extended day tutoring, transportation and supplies will be provided.

Title I funds will be set aside to provide the services described above and any additional services that are needed for homeless children in Title I and non-Title schools as well.

To ensure that homeless children are not stigmatized, staff uses the framework for understanding poverty professional learning series.

- It is required for all teachers.
- It is presented in orientation training for new teachers.
- System leadership requires as policy that each school specifically address the issue of not isolating or stigmatizing homeless children.
- Principals and assistant principals provide professional learning on this policy at the beginning of the school year with staff.

- A link has been made on the school system's web page to information, resources, etc., concerning the homeless.
- LEA requires each school to make a statement in their teacher handbook providing guidance/direction to teachers in reference to not isolating or stigmatizing homeless children. Schools are encouraged to access free posters and other information from selected websites.
- Newton County School System has identified the Director of Student Services as the LEA homeless liaison.
- Local Board Policy JBCA (January 4, 1999) addresses the needs of homeless children.
- Our system uses resources from http://www.serve.org/nche/states/state_resources.php to comply with some requirements of the McKinney Vento Act.

15. Description of parent involvement activities

Utilizing the NCSS's internal survey feature found in SharePoint and the school system's website and phone messenger system, all stakeholder groups (paraprofessionals, teachers, leadership personnel, school councils, parents, students, and other community stakeholders) are provided an opportunity to participate in the appropriate Title I and Title II A Needs Assessment. Central office administrators and other stakeholders work to prioritize the needs identified in a variety of surveys and other tools. To reach "Target" status, NCSS has created a Title II A team to review data, provide feedback regarding the plans, data, and action planning to address identified, prioritized needs. The Title II A team then meets with respective stakeholder groups to gather information so that everyone participates in the process prioritizing the needs and the development of the plan and action plans. All federal programs collaborate to conduct an annual parent/community involvement meeting and work session so that all stakeholders have an additional opportunity to provide input in the development of each plan.

Several efforts are developed to involve parents in schools. There is a copy of the system's Title I Parental Involvement Policy. Our school system developed this policy in conjunction with the system's parent involvement coordinator, Title I teacher, parents from our SWP and TAP elementary, middle and high schools, and principals. The Parent Involvement Coordinator provides technical assistance, guidance and other support to all Title I Schools and staff. Periodic meetings are held to provide directions on how to effectively plan and implement components of the Title I Parent Involvement Program to improve student academic achievement and school performance. The system Title I Parent Involvement Coordinator along with the Title I staff will ensure each parent receives a copy of the school's parent involvement policy, school-parent compact, Rights to Know letter and Migrant Occupational Survey at the beginning of the school year. Parents are involved with school activities through both formal and informal methods. Formal activities are planned with and for parents on an annual basis including the following: Title I Staff Orientation (August), Title I parent Orientation Night (August) and monthly topical data-driven academic workshops that are linked to learning (September thru May). Sample topical workshops to be held throughout the school year include the following: Modeling a Reading/Math Lesson, Overview of the Elementary and Secondary Education Assistance Act and CCRPI, Homework Tips, Test Preparation, Writing Strategies, etc. The district requires each Title I school to annually develop and revise, in collaboration with all stakeholders, a written school-parent compact and school parental involvement policy. In addition, all stakeholders are invited to provide input in the evaluation of the content and effectiveness of the parental involvement program. Decisions regarding how the 1% set-aside for parent involvement funds

are allocated for parental involvement are discussed. Data collected from all stakeholders via activity evaluation forms and surveys will be used to design appropriate strategies for a more effective parental involvement program. All parents are invited to participate in Title I Schoolwide activities. Each school invites all stakeholders by means of flyers, cable and news announcements, social media, school marquee, website, local businesses and churches. A sign-in sheet is required for each parent involvement meeting that identifies the role of attendees. The Title I schools hold an annual meeting to inform all parents about Title I programs. All parents are invited to attend the meetings. The agendas and other documentation are kept on file locally. The LEA reviews the effectiveness of school parental involvement activities annually through the use of parental surveys.

Newton County School System and schools have carried out the six requirements to build parents' capacities within the schools. Please see the six requirements listed below. Examples of how our system meets the six requirements are included after each requirement.

- Assist in understanding the State's content standards, academic achievement standards, assessments, monitoring a child's progress, and working with educators. Parent meetings are held at each school where information is shared about grade level standards, expectations, and assessment measures. In addition, parent conferences and student progress reports are provided to help monitor their child's progress. All parents are invited to attend the annual Title I Parent Orientation Meeting that is held at the beginning of the school year at each Title I school. Title I staff at each school provides parents with information regarding the Title I Program and services provided.
- Provide Materials and Training to Assist Their Children Parents receive materials and training through a number of school-level workshops that are planned and conducted annually. These workshops are based on topics related on identified student needs following the review of student performance data and regular classroom teacher input. All parent workshops are evaluated and the results used to plan future sessions.
- Educating staff in the value and utility of contributions. The system provides annual staff development/professional learning to teachers on working effectively with parents.—All Title I representatives from each school will receive technical assistance from the Parent Involvement Coordinator on strategies to build school and parent capacity for strong parental involvement.
- Coordinating and integrating parental involvement programs and activities with other programs (e.g., Activities that encourage and support parents in increased participation.)

Parental Involvement programs for Title I, EIP, Sp Ed, and Pre-K are integrated. Departments plan together, provide services together, and evaluate the program using a common evaluation tool.

All Pre-K through 5 schools have incorporated specific early childhood program transition activities into their school improvement plans. Parents of children coming into Title I schools from local day care programs, Head Start, early intervention programs, etc. receive information on expectations, are provided a tour of the school building, and are invited to participate in face-to-face meetings with school administrators and staff. Schools have established procedures to conduct an orderly transfer of records to accommodate timely transitions. County office staff is available to assist with transition upon request.

- Ensuring that information is sent to the parents in an understandable language.

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 materials for other language families/parents as needed. School level staff provides information in the appropriate language.

- Providing such other reasonable support as requested.

The school district maintains parent resources which are available for parents to use and/or check-out in each school's parent resource center/section.

ALL Parents are involved in multiple areas which may include but are not limited to the CLIP, academic workshops, revision meetings of the parent involvement plan, compact, FLP, Title I plan, and school/community workshops.

The Newton County School System believes that education must involve all stakeholders as partners in the educational process. This includes involving stakeholders in the equity planning process. NCSS will continue to collaborate with all stakeholders to provide an excellent quality of education for all children.

16. Description of assistance to needs improvement schools

Based on the county's philosophy of continuous improvement, all of the schools in the system are in a mode to correct or prevent student failure. Title I schools are expected to meet or exceed all performance standards that comprise College and Career Ready Performance Index. As such, each school's improvement plan targets the specific benchmarks set by the Georgia Department of Education in the core subjects. Student attendance and test participation rate are also targeted. The county office provides technical support to schools that fail to meet performance standards including extensive review and analysis of performance data by a consultant in conjunction with the school's leadership team. Technical assistance may also be requested of RESA and Georgia

Department of Education staff, depending upon the area of need. The school's improvement plan is amended to include corrective actions and interventions.

Newton County School System will take all steps necessary to improve educational opportunities for any student population group failing to meet basic proficiency in Reading/Language Arts, Math, Science and/or Social Studies. System level management and monitoring of the school improvement process in local schools are maintained throughout school year.

The DOE provided training to offer guidance for the system and schools. The activities and materials used are based on Robert Marzano's research. All guidance provided to schools is based on scientific research. The Georgia Department of Education also provides on-site leadership facilitators to support schools that are identified as "priority" or "focus" schools.

Currently, NCSS only has one focus schools: Flint Hill Elementary. The NCSS Title I Director, who has previous experience with FLP implementation, is providing technical assistance and support to Flint Hill Elementary administration, staff and parents to develop and implement a Flexible Learning Program to address the academic need so students.

- I. Guidance for revising and developing school improvement plans, corrective plans and restructuring plans includes:
 - Call principals in for a meeting to let them know what this means. Let them know what plans are required.
 - Central office personnel will participate in school level meetings
 - Central office coordinates technical assistance from state (DOE), private agencies and other governmental agencies.
- II. Professional learning activities that address the specific reason(s) that the school is designated as Priority and/or Focus are provided for system and school leadership and school staff. One example of professional learning includes a two-day workshop offered in Macon, Georgia on School Improvement Tools for schools in Priority and/or Focus status.
- III. Process for monitoring the implementation school improvement plan.
 - School level personnel such as literacy coaches, assistant principals and principals monitor the implementation of the school improvement plans by classroom visits, focused walk through, and surveys. They are assisted by central office personnel such as curriculum, federal programs (Title I, Special Education, etc.), and professional learning personnel, when needed and appropriate.
 - Examples of strategies used to monitor implementation of the improvement plan include:
 - Focus walks
 - Monthly principal meetings to discuss curricular concerns
 - Grade level meetings to review status of goals and interventions;
 - Reports by principals at meetings;
 - Principals' evaluation conference with system leadership;
 - Written surveys;
 - Benchmarks such as STAR Assessment Data, Content Specific System Developed Benchmarks and summative data.

17. Description of process to be used to implement the Flexible Learning Program (FLP) for schools identified as Priority Schools and Focus Schools.

Newton County School District conducts the following to implement FLP:

Effective the 2012-2013, GaDOE no longer identifies schools as being in Need Improvement status; therefore, ESEA Public School Choice is no longer required. Parents are able to apply for Public School Choice through HB251. The previously approved ESEA Choice students may remain at the Choice selected school through the highest grade offered. A letter has been sent to parents notifying them of these changes.

- Provides guidance to Priority and/or Focus schools regarding the implementation of the Flexible Learning Program (FLP) through written communication and meetings;
- Completes required actions and documentation for parents: a notification letter is sent to parents, student placement is kept on file, a written record of parents' inquiry regarding FLP is maintained
- Newton County School System conducts the following to implement the required Flexible Learning Plan(s) (FLP). Supplemental Educational Services are no longer required under the ESEA Act. Schools designated as Priority and/or Focus must create a FLP that offers supplemental services to students who are most at risk of not meeting the states standards. This schools include: Flint Hill Elementary.
 - Completes required actions and documentation for parents: a notification letter is sent to parents of eligible children of the availability of FLP services, and description of services; and explanation of procedures to determine students' eligibility.
 - The FLP program will be offered during non-instructional time in the school day to all students on a weekly rotational bases.
 - The FLP plan will be developed in conjunction with the school and parents. This plan is designed to meet the needs of all students in the area of math. The plan will be implemented with the approval of Georgia Department of Education and the Newton County School Board.

Newton County School System obtains and maintains a copy of the following documents: a list of schools offering Flexible Learning Plan services and number of eligible students participating at each school, and signed agreement/contract between the school and parent.

18. Description of highly qualified teachers and paraprofessional requirements

Newton County School System sends a notice to parents at the beginning of the school year describing the definition of "highly qualified teacher and paraprofessionals." The parents' right to know notification and acknowledge is included as part of the documents returned to the school signed by parents. The signature document is located in the student handbook and requires a parents' signature. The correspondence also describes for parents how they can request their child's teachers' qualifications. The parents' right to know notification is also posted on the district website as well as each of the school websites. The Title II A Coordinator maintains copies of all letters sent home by the principal and the signature pages of the handbook are maintained and available for review by the Title II A Coordinator. A number of our special

education teachers are in the process of completing the State required examination to satisfy the “highly qualified” provisions of ESEA and IDEA. For the 2015-2016-school year, approximately 99.79% of teachers in Newton County are highly qualified. At this time, 100% of all paraprofessionals are highly qualified. Recruitment efforts will continue to attract and retain highly qualified teachers. For the 16-17 school year, TAPP teachers have been added to the TAPP roster in areas of need. Teachers continue to be enrolled in the TAPP program at Griffin RESA, and professional learning is ongoing. Continued efforts are made to retain these teachers after they are recruited. A portion of the professional learning (TAPP, college courses, etc.) that TAPP teachers need is paid from state staff development funds and Title IIA funds. Mentors are named to support TAPP teachers, and the mentor’s services are paid from Title IIA funds. Extensive efforts are made to ensure that these teachers are distributed among the schools so that the lack of teacher experience is offset by the other teachers who have more experience in the classroom. Recruitment efforts are continued to locate only highly qualified teachers.

Professional Learning Plans (PLP) for Non Hi-Q Teachers and Paraprofessionals
Newton County will continue the effort of hiring and placing only highly qualified teachers. However, if a teacher is not highly qualified, a PLP will be developed with the teacher, principal, Human Resources Department, and the appropriate district level director at the time of hire. The plan includes a timeline for completion in meeting the HiQ requirement as well as specific professional learning goals and opportunities.

The Newton County School System ensures that all ESOL teachers are fluent in English by making sure they have participated in a PSC accepted ESOL Endorsement Program before being hired to teach EL students.

19. Description of process for allocating funding for training and other incentives for teachers

All decisions regarding funds spent on professional learning are based on system and school needs as identified in local Needs Assessments. The Newton County School System has offered the Gifted Endorsement program for the past ~~four~~ five years in an effort to support the model of elementary gifted instruction in place which requires several gifted endorsed teachers in 4th and 5th grade. Middle and high schools also need prepared gifted teachers to be on hand when turn over occurs. During the 2016-17 school year, Newton County Schools, in partnership with Griffin RESA, will offer ESOL endorsement classes in an effort to impact the capacity of regular education teachers who teach ELs outside of the ESOL program. Newton County Schools is experiencing record growth in the number of non-English speaking students, and there is a need for more ESOL-endorsed teachers who can help meet the needs of these students in the traditional classroom. The ESOL Program Coordinator will deliver professional learning to school system administrators, ESOL teachers, and regular education teachers and paraprofessionals. Additionally, Title III funds will be used to fund an ESOL Program Instructional Coach, who will also provide professional learning to ESOL program teachers.

On-going professional development will be provided to ESOL teachers through annual ESOL conferences, WIDA consultant trainings, and monthly ESOL professional learning meetings. Classroom teachers, school administrators, and other faculty and staff are provided professional

learning throughout the year that is specifically related to each school's EL population. Additional professional learning will be provided specifically to classroom teachers of ELs in Professional Learning Community sessions and other small group meetings. District and school level administrators will receive ESOL professional learning at the monthly meetings of the Leadership Professional Learning Community.

Additionally, the Newton County School System will offer a reading endorsement program, instructional coaches endorsement, teacher leader endorsement, and a K-5 science endorsement through the same Griffin Pioneer RESA partnership. The Newton County School System also plans to offer the state of Georgia Formative Instructional Practices program to also offered through Griffin RESA. All of the programs will be offered in Newton County in order to make attendance easier for the teachers. This comes as a result of the needs assessment which indicated that teachers wish to have more professional learning opportunities outside of the school day.

The Professional learning funds are allocated to each of 22 schools for professional learning use only. Principals request the use of this money as needed to send staff members to conferences, trainings and to purchase professional learning materials. Schools are required to match resources to goals of school improvement plan.

Members of the Newton County School System staff, including central office personnel, several principals, teachers and parents, work together at the end of the school year to look at disaggregated data and review the efforts to close achievement gaps among student population groups in order to help meet the diverse needs of our students. Programs and strategies that are scientifically research based will be put into place for the next school year and/or programs that are working effectively will be continued. Funding sources which could be used to support recommended best practices are examined.

The system has established a number of means by which to identify and share best practices including the following:

- Creating a bank of unit plans and curriculum maps at the elementary, middle and high schools for use by all teachers which is posted on all desktops to promote easy access and use.
- Encouraging schools to utilize their technology share drive, Safari Montage, and/or intranet (SharePoint) to make lesson plans and other documents containing exemplary practices available school wide
- Piloting of exemplary practices to determine what works prior to implementing in all schools. Effective practices are later introduced at additional schools
- Creating professional learning communities at all schools. Members of learning communities study topics relating to identified needs at their schools through book studies, internet research, visitations to prototypical schools, or through invited guests
- Encouraging teachers and administrators to share their ideas for pilot projects with the Director of Elementary Education Learning and the Director of Secondary Education after having discussed the idea extensively at the school level
- Encouraging teachers and administrators to identify and apply for innovative state and federal grants that support their school improvement plans.
- Sharing research with staff on relevant topics based on graduate work and preparation for National Board certification

- Partnering with a nearby college or university to learn current practices relating to a specific subject. Examples of college partnerships – many of the elementary teachers worked with a professor at the University of Georgia on math strategies for several years. A group of science teachers attended a summer project at Oxford College of Emory University to learn how to make science more “hands-on”
- Implementing on-going professional learning activities rather than one shot programs. Topical series are offered through the professional development program including technology integration, differentiation of instruction, etc. Many of our schools have created professional learning communities that conduct book studies on topics that reflect areas of need
- Using the redelivery model to train teachers and administrators in the effective use of GSE, Ruby Payne’s Poverty Framework, and other system-wide programs or practices. When selected staff in the local schools attends state and national conferences they also redeliver their learning to the entire faculty, to a grade level, department, district leaders and/ or to district representatives
- Canvas sites that represent each Content Area for use by teachers and leaders
- Exploring College-University and System partnerships are being explored
- Currently, a partnership exists between a high school and local college that has facilitated the establishment of a Liberal Arts Academy at Newton High School (ALANHS) and a Science Technology Engineering and Mathematics (STEM) Academy housed at the Newton College and Career Academy. During the 2015-2016 a new partnership will be developed to offer dual enrollment courses and professional learning on the campus of our schools.

After data is disaggregated, administrators and teachers pinpoint by name all students who are in danger of not meeting standards so that they may receive interventions in a timely manner. Benchmark assessment results and the results of computer-based assessments in reading and math are utilized to assist in identifying these students on an on-going basis.

Following is a list of the major strategies used in the system to ensure that the needs of economically disadvantaged and other struggling student groups are met:

- Data review and disaggregation during pre-planning days at the school and curriculum meetings held through the school year
- Extended day programs are provided for students in grades 1-12
- High school students may participate in the virtual high school program to earn course credit. The GradPoint Credit Recovery Program was made available in all high schools during the academic day. The use of GradPoint has been expanded to use its BASI product as a universal screener selected high school students. High schools will use the curricula in an effort to remediate students so that they are adequately prepared to meet future academic requirements.
- ELL services are provided through the use of eleven elementary teachers/positions, two middle school teachers, and two high school ESOL teachers.
- Each school has a designated special education Contact Person who is responsible for coordinating work among teachers in the school and between the school and special education department. Monthly special education Contact meetings are held with the Director of Special Education. These meetings provide an opportunity to maintain focus on rigorous instruction for students with disabilities, accurate assessment, and to ensure continuity in use of the curriculum system-wide

- Special education teachers are integrated into the overall programming for students through participation in professional development sessions on GSE, differentiated instruction, unit development, technology, backward design, assessment and evaluation, and all curriculum workshops attended by regular education teachers. They are expected to use the same GSEunits as their regular education colleagues
- Special education teachers are integrated into curriculum and content planning through the special ed content specialists who work with the regular ed content specialists in the implementation of the GSE.
- Flexible grouping for reading and math instruction is a common practice in our elementary and middle schools. Two of the elementary schools implemented Reading First strategies that provided dedicated, quality instructional time in reading for all student groups, including those with disabilities
- New technologies are planned, including “interactive white boards” and other video enhancements. Students with disabilities have access to specialized technologies as needed through IDEA, Part VI-B funding. All teachers are provided the opportunity for professional development to enhance their knowledge of how to use technology as an instructional tool
- Title I funds are used to reduce class size in elementary and middle schools when and where necessary
- Title I funds are utilized to fund one federal programs instructional specialist. The system also employs a Parent Involvement Coordinator using Title I funds
- The Title I Technical Data Facilitator will provide professional development to all Title I teachers to enhance their knowledge of how to use technology as an instructional tool.
- IDEA funds are used to fund an IDEA Coordinator, two Behavior Specialists, 2 Academic coaches and 1 Transition Specialist. A Parent Mentor has also been hired for the 2012-2013 school year using IDEA funds and additional grant funds.

20. Description of process used to develop and update the LEA’s three-year professional learning plan

One of the purposes of professional development is to assist teachers and paraprofessionals in meeting the "highly qualified" provisions of the No Child Left Behind Act of 2001. The county office designs and organizes courses that allow staff to earn professional learning units (PLUs). Paraprofessionals receive job related training, and administrators participate in leadership development sessions at the county level and through Griffin RESA. A major focus of professional development for principals relates to leading school improvement initiatives and monitoring classroom instruction.

Each school offers a variety of professional development for teachers and paraprofessionals. The primary purpose of all professional development is to build the capacity of staff to provide the types of educational services and interventions necessary to meet diverse student needs and help students meet or exceed Georgia Performance Standards. Professional learning sessions are conducted online and on-site in several different formats including workshops, grade level and school wide collegial study groups, action research sessions, and reflection groups. No new programs are implemented without a regimen of initial and continuous professional development. A local building level professional development committee is responsible for conducting an annual needs assessment and using the results to recommend and plan professional development opportunities for certified staff. All school-based professional

learning activities must relate to the school's school improvement plan and be approved by the appropriate curriculum director.

The system plan is developed by a county-wide professional development committee that is comprised of representatives from each school.

21. Description of professional learning program activities and sources

Classroom Management – This class will clarify the role of the teacher by providing a general job description, emphasizing the importance of teamwork, loyalty and confidentiality and stress the importance of understanding the child. The objectives of the course are to provide an overview of child development, clarify the role of the teacher and aid the teacher in organizing the workday.

Title II and Professional Learning Funds will fund Gifted Endorsement Classes – The four courses necessary for PSC certification in gifted education are being offered in conjunction with Griffin RESA.

ESOL Endorsement Classes – The courses necessary for a PSC endorsement in ESOL education are being offered in conjunction with Griffin RESA.

Teaching of Reading –. The techniques taught in this course will allow you to teach students from age 5 to 105. Using The Critical Dimension of Reading: (1) Phonemic Awareness, (2) Phonics, (3) Fluency, (4) Vocabulary, (5) Comprehension, (6) Motivation), this class presents a balanced approach to reading instruction. This course meets the requirements for those who need the reading course for teacher certification. This course requires 8 hours of outside work.

CPR and First Aid – Taught by a certified nurse instructor. The American Red Cross one-year certification is obtained based on successful completion of these courses.

Exceptional Child – This is a course required for all teachers in Georgia on the identification and instruction of children with disabilities.

Instruction Coaching Endorsement- This year long program allows teachers to complete all necessary coursework to receive an Instructional Coaching Endorsement from the PSC.

K-5 Science Endorsement- This year long program allows teachers to complete all necessary coursework to receive a K-5 Science Endorsement from the PSC

Teacher Leader- Completion of 3 courses in the program will lead to a Teacher Leader Endorsement from the PSC

Formative Instructional Practices (FIP)- this program allows participants to work through the first 5 modules of the state of Georgia's FIP program. The program is recommended for teachers who wish to improve instruction and assessment practices (TKES standards 2-8)

Media 101: Prepping the Media Center Parapro – This course is designed to provide an understanding of the roll of a media paraprofessional and will focus on the following areas: (1) Duties and Responsibilities, (2) Understanding the Collection, (3) Media-Related Equipment, and (4) Automation, Process and Product.

Role of the Parapro – A Newton County School System required course for all new paraprofessionals to help them learn their new job responsibilities. This class is designed to examine the paraprofessional job, actual job duties and expectations on the part of the teacher, as well as that of the paraprofessional. The elements of positive communication and compromise are emphasized to promote an effective para-teacher team.

Technology courses Canvas is offered to all teachers to provide online digital content and anytime, anywhere access to their students and the students' parents. Microsoft Word, Microsoft Excel, Microsoft Power Point, Microsoft Access, Microsoft Publisher, Microsoft Outlook, Windows Basic, Windows Intermediate, Windows Advanced, *Internet Safety*, *Google your World*, Photoshop, Photostory, Publisher, Adobe Acrobat, Using Video Streaming in Your Classroom, Visual Learning with Technology, and Student Produced Videos make up a small portion of the technology-related courses offered in the traditional format and in the online format. Curriculum-specific content is offered in workshop sessions. Other technology Professional Learning training opportunities are offered by the Technology Support Team in each school on an as-needed basis.

Title IIA funds are used to provide a consultant to work with teachers on, Georgia Standards of Excellence, Content Specific Professional Learning and other school improvement initiatives.

Title II funds are used to provide the Edvivate platform, which provides the opportunity for paraprofessionals, teachers, and administrators to participate in, personalized professional learning. Teachers can also utilize Edvivate review to participate in virtual professional learning to increase their effectiveness with *all students* through the use of research based instructional strategies, building background knowledge, and technology integration.

Funds from Title IIA are also used to recruit highly qualified teachers, provide stipends to mentors trained in the county specific mentor training for their work with protégés, and to reimburse special education teachers and core teachers for taking the GACE leading to HI-Q status.

Title I funds are used to provide professional learning opportunities as outlined in the Title I Plans. Professional learning consists of research-based strategies, content specific trainings, iPad, ActivBoard, and SLDS classes to support for all Title I schools.

Title I funds will be used to support professional learning needs to effectively implement research-based teaching and learning practices to support the academic curriculum, behavioral concerns that impede learning, and strategies to address the concerns that affect the economically disadvantage subgroup.

IDEA funds are used to offer trainings for Co-Teachers, IEP Writing, Special Education Parapro Training, Mindset Training, and to support Positive Behavior Interventions and Supports (PBIS),

adaptive curriculum training, Transition Plan Writing, Assistive Technology use, paraprofessional training, and content area trainings.

The supplemental professional development activities provided by Newton County School System conform to the guidelines presented in federal programs such as Title IA, Title IIA and the 12 standards of the National Staff Development Council. The spring FY08 10 GSHS II Needs Assessment will be used to develop programs and/or services for school personnel and students in the area of SDFSC. In lieu of a spring survey, October 2008 survey data will be used. A teacher assessment will be developed and utilized in FY'07 to determine professional learning needs.

Teachers as Leaders – This program is offered for teachers from each school in the district. Several cohorts have been established to include an additional teacher from each school with a focus on Content Specific Instruction Leader, Professional Learning, Teacher Induction, and Technology. School administrators have selected teachers who demonstrate leadership qualities and have the ability to provide professional learning to their respective staff members. Teacher leaders are presented professional learning modules on topics such as Response to Intervention, Differentiation of Instruction, Standards-Based Instruction and Research-Based Strategies, and Comprehension/Vocabulary Development Across Content Areas. For the 2014-2015 school year, teacher leaders will continue to redeliver Learning Focused strategies and as well as high probability strategies as identified in Classroom Instruction that Works (Marzano). A schedule for redelivery of high impact instructional strategies will take place in the 2015-2016 school year to include comparing and contrasting, inductive reasoning, deductive reasoning, higher order questioning, summarizing, etc.

22. Description of notification process used to make private schools aware of the availability of funds to serve eligible children and of professional learning opportunities available for private school teachers

- I. For Title I, all private schools serving one or more students from our school district are notified annually via a uniform letter of an opportunity for a consultation meeting. In addition, private school personnel from private schools within the school district are sent written consultation information and invited to a consultation meeting for Title I, Title IIA, Title III, Title IV-A and Title V. Letters are sent by certified mail.
- II. Private Schools are contacted each spring to begin program planning if they have elected to participate in the district's Title I program.
- III. 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 professional learning needs are also discussed. The notice includes the specific time, date and location of the consultation meeting, a response form, and Title I and II A contact information.
- IV. If, upon completion of consultation, private schools are interested in participating in relevant federal programs, a timely planning meeting is scheduled. The planning meeting provides private schools the opportunity to participate in the design, development and implementation of the academic program and the professional learning plan.

- V. Eligible private school students receive services on an equitable basis. Newton County also sets aside an equitable share of funds for private school professional learning activities.
- VI. Eligible private schools serving students with disabilities and families that home school their children with disabilities receive annual correspondence (by US Mail) concerning the availability of proportionate share federal funds. An informational meeting is conducted in the evening to discuss available services and funding.

23. Description of process to be used to conduct annual review and revision of the LEA Comprehensive Plan for Improving Student Academic Achievement

Newton County School system receives updated test data and other information about student needs through an Excel spreadsheet provided by the Georgia Department of Education. County Office staff, under the leadership of the Deputy Superintendent of Schools and Director of Testing and Assessment, summarizes the data and creates a system profile/analysis of data.

- I. Steps system will take to evaluate progress toward meeting CLIP goals
 - The system analyzes historical data to compare current progress to past performance.
 - Analysis is used to determine whether or not benchmarks toward CLIP goals were met.
- II. How the LEA determines changes that need to be made to the plan
 - The LEA identifies trends in specific content areas, subgroups, and other student information.
 - The district identifies system/school strengths and opportunities for growth.
 - Changes are made to the plan as follows:
 - LEA compares current implementation plan strategies for effectiveness.
 - Revises plan as needed.
- III. How LEA will share results with schools
 - The system's Director of Testing and Assessment receives all testing data from the Georgia Department of Education, sorts it by schools, and forwards it to individual schools for their review and analysis. Once all data sets have been received from the State, the Director of Testing compiles a system-wide data booklet that can be referenced by County Office staff and school staff.
 - The Deputy Superintendent presents system level data summaries to the Newton County Board of Education and shares data summaries in school administrative staff meetings, school level meetings, and community/business meetings.
 - Data rooms and/or data walls will be established at the County Office and in schools to provide visuals to monitor the improvement process.

The following information represents the complete list of the data sets and information that will be used for conducting reviews and revision of the system's CLIP on an annual basis:

- Review participants' evaluations from professional learning activities

- Analysis of state-mandated assessment results
- Review of indicators such as Orchard, DIBELS, on-line Assessments, and other benchmarks
- Review students' grades at progress report time
- Review student records to determine on track status toward graduation
- Review staff survey with SAI, parent and student surveys
- Establish data rooms to provide visuals to monitor the improvement process
- Review LoTi (teacher survey of technology integration) and other technology survey results
- Review Professional standards survey
- Monitor teacher and paraprofessional "highly qualified" report
- Input from schools' professional learning advisory committees
- Analyze Annual Georgia School Health Survey II
- GSSP review provided by the state department, when applicable
- AdvancED/Georgia accreditation peer review reports

School improvement leadership teams at each Title I School are responsible for evaluating the components of the program at least once a year. Evaluation involves the comprehensive use of results obtained from the student assessment program, as well as feedback from stakeholder groups. A school improvement consultant, who is external to the system, facilitates an informal review of the program by having the leadership team identify and discuss what is working and what is not. Results are recorded in meeting notes. For example, a team may examine the effectiveness of the school's attendance committee in monitoring student absences and tardies based on monthly data reports. The Title I Director and other County Office staff participate at these meetings as appropriate.

All parents are invited to participate in the reviewing and revising of the CLIP during the End of Year Program Review and Revision Meetings held at each school. In addition, all parents and community members can provide input about the CLIP and Title I Program implementation by accessing this information on the district's website and providing feedback to the Director of Federal Programs.

24. Description of advocacy and outreach activities for migratory children and their families

Newton County School district uses the Occupational Survey provided by the MEP coordinator to identify migrant students. A system liaison (either a counselor or social worker) makes contact with each migrant family to determine case by case needs. Migrant students are evaluated academically like other students in the school system to determine academic needs. All migrant students are eligible for Title I services and receive appropriate Title I services. In addition, a referral is made to student services to indicate additional services that may be needed from that department. In addition to local resources, the district will coordinate with the MEP Consortium staff at Abraham Baldwin Agricultural College (ABAC) to provide services to eligible migrant participants. Additionally, specific activities to address the needs of migratory families are provided. Such activities shall include informing children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.

A migratory Parent Advisory Council (PAC) program will be formed as needed in conjunction with other Parent Involvement Programs and committees. Parent outreach is provided in a language that is understood by the family, if at all possible. The DOE TransAct program is used for translation as well as private consultant when needed.

- Parents are presented information on ESOL, special education, gifted, and other educational programs.
- Information on health, nutrition and social services is presented using materials from the GaDOE MEP Region 3 Office. Presenters from local agencies such as the Health Department, DFCS, and County Extension office may be involved.

25. Description of process used to promote interstate and intrastate coordination of services for migratory children

Newton County School System has procedures in place to provide a timely transfer of school records for all students but particularly for migratory students.

- The process begins as soon as the parent/guardian provides the school with a formal signed release or by request from the receiving school.
- Records are faxed to the receiving school. The hard copy is then sent through US mail in a timely manner but in no more than ten calendar days.
- The system also has a process in place for translation and evaluation of transcripts for Hispanics and other international students. The students are assessed in reading and math skills. On an as-needed-basis, the system contracts with Educational Interpreter Services, Inc., to provide translation services.

Schools have been provided information and training on how to identify migrant students and their rights; read a Mexican birth certificate; and how to follow the system and state policy governing migrant children and their families.

26. Description of process used to identify and recruit eligible migrant families and youth

Identification of migrant students is a part of the regular registration process. The Occupation Survey, which is provided by the GaDOE MEP Region 1 Office, is included in the registration packet for all registering students. A copy of the occupational survey is faxed to the GaDOE MEP Region 1 Office for further determination for students who indicate possible migrant eligibility on the Occupational Survey. The migrant contact person collaborates with the Migrant Education Program and other community agencies such as DFCS to provide appropriate services for identified families and children. The district Migrant Educational Contact will work with the MEP Consortium from Abraham Baldwin Agricultural College and GaDOE Migrant Education Specialist to identify potential migrant children enrolled in NCSS.

All schools are required to send home the Occupational Survey at the beginning of the school year and provide to all parents upon registering at the school.

In addition, the system and schools have reviewed and placed on file the following documents for reference as needed:

- Federal MEP Guidance Folder: 2004 OESE Audit Compliance Supplement and 2005 OESE Compliance Supplement
- Updates: Comprehensive Needs Assessment (CAN)
- Resource Manuals: Code of Federal Regulations; FERPA; and Migrant Education Program (MEP) Policy
- Guidance: Migrant Education 2005 Performance Plan; OMB Circular A-87; and PL 107-110NCLB 2001
- State MEP Guidance Folder: Georgia Identification and Recruitment (ID&R) Handbook
- MEP LEA Guidance

27. Description of activities and procedures used to establish best practices

The system has established a number of means through which to identify and share best practices including the following:

- Creating a bank of unit plans and curriculum maps at the elementary, middle and high schools which are posted on all desktops for use by all teachers and administrators.
- Creating common course syllabi in grades 6-12.
- Encouraging schools to utilize their technology share drive, Safari Montage or intranet (SharePoint) to create lesson plans and other documents containing exemplary practices available schoolwide.
- Piloting practices to determine what works prior to implementing in all schools
- Creating professional learning communities at all schools. Members of learning communities study topics relating to identified needs at their schools through book studies, internet research, visitations to prototypical schools, or through invited guests.
- Encouraging teachers and administrators to share their ideas for pilot projects with the Director of Elementary Curriculum, Instruction and Professional Learning and the Director of Secondary Curriculum, Instruction and Professional Learning after having discussed the idea extensively at the school level.
- Encouraging teachers and administrators to identify and apply for innovative state and federal grants that support their school improvement plans.
- Sharing research with staff on relevant topics based on graduate work and preparation for National Board certification.
- Partnering with a nearby college or university to learn current practices relating to a specific subject. Examples of college partnerships –. Several science teachers attended a summer project at Oxford of Emory College to learn how to make science more “hands-on.”

28. Description of strategies to be implemented to increase or maintain access to technology and to establish or maintain equitable technology access

The technology strategies that will be implemented to increase or maintain equitable access to technology are listed below. The school system will do the following activities:

- Extend the fiber WAN network to all new schools constructed during the period of this improvement plan.
- Contingent upon E-Rate funding approval will renovate the technology infrastructure for all schools which have older LAN cabling and older LAN equipment in order to meet the system standards for LAN connectivity established in 2011
- Contingent upon Erate funding and SPLOST funding, upgrade all schools' WAN, LAN, and WLAN infrastructure to the current standard
- Provide data connectivity to all new classrooms and all new trailers.
- Continue to provide on-demand video distribution and video streaming capabilities.
- Continue to provide training for teacher and access for students to an online learning platform for students to access digital content from their traditional classes and from home
- Provide an adequate level of technology equipment to all new classrooms and all new trailers
- Continue to replace outdated and obsolete computers and continue to increase the number of computers available to students using mobile devices
- Support the use of assistive technology for students with disabilities and ensure equal access for all students.
- Continue to allow teachers and students to bring their own mobile devices into wireless enabled schools
- Encourage all Media Centers in Middle Schools and in High Schools to invest in eReaders in order to maximize student access to available reading resources
- Pilot Student Electronic Portfolios
- Implement a Technology Asset Management system in order to maintain an accurate inventory of all the school systems technology assets

The vision of technology for the Newton County School System is to use technology, this generation's principal tool for the production and consumption of knowledge, as a means for better engaging students in *their* own learning.

The mission of technology for the Newton County School System is to assist in educating students to be responsible and productive citizens, to be active participants in the American democratic processes, to be creative and innovative individuals who will successfully compete in the global economy, to be problem-solvers and critical thinkers, and to be thoughtful and willing members of our society who will work for its betterment. Due to ever-accelerating change, Newton County Schools need to prepare students to be life-long learners. We will assist students, educators, parents, and community members in accessing, processing, and analyzing information in order to create meaningful knowledge that can be used in beneficial ways. We will prepare the students, the educators, the parents, and the community members to become critical thinkers, problem solvers, innovators, collaborative team members, and productive citizens. We will strive to provide our students and teachers with 21st Century instructional materials, equipment, sustained support, and Professional Learning in order for these individuals to attain and maintain 21st Century Learning Skills. The staff of the Newton County School System's Technology Department along with colleagues within other departments, and within each school will work diligently to fulfill this vision and mission of technology utilization in the Newton County Schools.

The vision for technology utilization was developed by educators and community stakeholders and approved by the Newton County School System. The vision of the Newton County School System for technology utilization includes the desire to implement the following:

- Offer students, teachers, staff members, and administrators mobile (wireless) high speed and/or wired high speed access to current information to empower problem solving, decision making, and collaborative learning;
- Develop authentic models for assessing student achievement and diagnosing data to differentiate and personalize instruction and maximize achievement;
- Turn every classroom into a 21st Century Classroom
- Provide equal opportunities and assistive technologies for students with special needs or disadvantaged sub groups;
- Expand students access to an anytime, anywhere learning environment by involving more teachers in Newton County's Canvas virtual learning management system;
- Restructure classroom instruction around research-based instructional strategies to focus on improving student achievement and to make it valid, authentic, goal-oriented, tied to the state standards, and connected to 21st Century technology;
- Allow students to work on areas of individual interest at their own pace with immediate feedback, the opportunity for self-evaluation, and continuous progress and success;
- Engage in continuous evaluation of instructional practices and technology integration to monitor student and teacher technology literacy in accordance with National Technology Literacy standards;
- Provide a web-based grade book accessible to both students and parents for the secure access of student attendance, grades, standardized test results, and other data regarding the students' academic standing;
- Expand the central distribution of multimedia material to all classrooms;
- Provide high performance, web-based software to administrative personnel that will allow easy data collection and distribution to school personnel.
- Provide current, web-based information to inform the community of overall student requirements, performance, and achievement;
- Extend the availability of school technology resources to the community.

Vision for Technology Use

Compose an overall mission and/or vision which describes the steps the LEA is taking to ensure all students/teachers have increased access to technology. Include a list of specific vision statements for system educational improvement over a three-year period.

The Newton County School System envisions students, who through a rigorous and relevant education, will be able to think critically in order to produce, perform, create, and communicate their knowledge competitively to a hyper-connected, global audience. For this to happen, a robust technology infrastructure is essential, an adequate quantity of various technology devices is needed, and a high quality technology-focused professional learning strategy is required.

Current Reality

Identify your data sources. What data does your technology inventory survey tell you? Compose a narrative analyzing the gap in access to technology across the district. Address the following groups – instructional, administrative, parent/community, system readiness/system support – personnel/resources.

Access to Technology/Data Sources:

A. Data Sources:

The Newton County School System annually gathers information concerning students' and employees' access to technology resources in order to assess the school system's goal of providing a 21st century education for the students. The following data sources were used to develop this assessment:

1. Annual Technology Status Report and Needs Assessment
2. Annual Technology Inventory
3. Annual Technology Use Survey
4. Annual Employees' Technology Satisfaction Survey
5. Annual Students' Technology Survey
6. Annual Parents' Survey
7. Technology Planning Meeting which included representatives of all stakeholders

B. Current Status

The Newton County School System is committed to providing every student with a 21st Century education in order to prepare them for their future.

Current Status: Overall

The Newton County School system has:

- A complete communication plan that utilizes multiple channels of communication such as a Voice over IP telephony system, School Messenger, a phone-based parent communications application, a school system website, cloud hosted email system for employees and students that is available both internally and externally, and an instructional portal which allows for instructional resources to be available anytime and from anywhere. All these websites use SSL Encryption to protect users' identities and stored data. Microsoft's SharePoint is used extensively as an Intranet.
- Provided every employee with an email account and every student grade 4 through 12 with an email account at the discretion of the principal.
- Provided every student and their parent(s) with access to the student's grades and attendance through the Infinite Campus portal website.

Current Status: Infrastructure

The Newton County School System has:

- Constructed a Network Operations Center (NOC) in the basement of the Newton College and Career Academy
- Purchased and installed two Storage Area Networks (SAN); the primary is located at the NOC and the secondary is located at the Board of Education Administration Building. The storage capacity of each of these SANs is 24 TB with room for expansion
- A dark fiber WAN network; ten locations have a 10 GB WAN infrastructure and backbone; and fifteen locations have a 1 GB WAN infrastructure and backbone
- Ten locations whose LAN infrastructure is 1 GB to the desktop; and 15 locations whose LAN infrastructure is 100 MB to the desktop
- 500 MB of Internet bandwidth
- A firewall, an intrusion prevention system, and an Internet content filter whose maximum capacity is 1 GB
- A wireless network in every school; ten locations use 802.11N and 15 locations use 802.11G
- Multiple web-based applications that increase the efficiency of employees and students such as: a media automation application, a technology asset management system, a professional learning application, a Learning Management System, a Learning Object Repository, an Instructional Portal, and an Intranet
- 66 physical servers and 43 virtual servers

Current Status: End-Point Devices

The Newton County School System has:

- 5,136 desktop computers
- 2,936 virtual desktop computers
- 2,860 laptops and/or netbooks
- 1,771 mobile devices
- 1,639 laser printers
- 1,190 interactive whiteboards (IWB)
- 1,415 projectors (including those with the IWB)
- 312 Learner Response Systems
- 800 audio systems
- 600 classroom cameras
- Increased significantly the number of end-point devices over the last five years. During that span of time, the end-point devices have increased from 7,545 to 18,659, or 147%. As a result, our student-to-computer ratio dropped from 3.7 students-per-computer to 1.9 students-per-computer, a drop of 50%.

Current Status: Personnel

The Newton County School System has:

- A total of 17 technicians; and all of them are paid on the same pay scale regardless of their level of responsibility
- Eleven school-based Technology Specialists to provide technical support to teachers, staff, and students. Additionally, there is one Technology Specialist who has been assigned to the School Nutrition Program (SNP) to provide technical support to that program. The SNP technician also provides support to the Transportation Department, to the Maintenance Department, and to the Procurement
- Two Network administrators who maintain all the servers and all the applications. They ensure all data is backed up to tape and replicated to the Disaster Recovery (DR) site. They also are responsible for all computer forensic investigations
- Two Network Engineers who manage and who provide technical support for the entire phone system, all the WAN and LAN equipment, all the WLAN equipment, and all the video equipment. The Network Engineers also provide emergency services to all the schools. The Network Engineers also design the technology infrastructure for all new buildings and supervise all contractors implementing technology projects
- One Instructional Technology Coordinator who is responsible for all instructional technology issues (see Professional Learning)
- One Help Desk Technology Specialists who also provides technical support to the Board Office

Current Status: Professional Learning

Newton County School System has:

- A Technology Teacher Leader Program and their Technology Support Teams in each school to provide onsite instructional technology support and technology professional learning to all teachers
- Provided four all-day technology professional learning opportunities throughout the year for the Technology Teacher Leaders and selected members from their Technology Support Teams groups. These are call Tech Tuesdays
- Provided monthly specialized technology professional learning opportunities as needed (i.e. ViewPath)
- Provided a Summer Technology Conference
- Monthly Technology Teacher Leader Professional Learning opportunities
- Provided the Technology Teacher Leaders with leadership development and with other professional learning opportunities
- Provided registration to the GaETC Conference for technicians, Media Specialists, Technology Teacher Leaders, and STAs
- Provided additional technology conferences' fees for selected individuals
- Provided additional training opportunities to selected technicians to enhance their skill

Current Status: Access

The Newton County School System has:

- Provided a very robust technology WAN infrastructure for each school to connect to the NOC which allows each school to access the Internet, applications, and communications
- Provided 500 MB Internet bandwidth to all schools
- Allowed for the Bring-Your-Own-Device initiative to be implemented in every school

- Provided each classroom including mobile classrooms have high speed Internet access
- Provided all teachers and students access to Canvas, the school system's Learning Management System, in order to provide students with an anytime, anywhere learning environment. This LMS provides students with lessons, activities, calendar reminders, links to resources, online quizzes, discussions, video content and much more in a distance learning environment. The school system also provides an online instructional portal, online email accounts, online digital content with Safari Montage, and multiple subscriptions to online resources. As part of this movement towards an anytime, anywhere learning environment, Newton County Schools implemented a Learning Object Repository

Gap Analysis

Gap Analysis: Overall

Newton County School System needs:

- To expand its communication outreach to our constituents in the manner in which they communicate – mobile apps
- To continue to provide email access both internally and externally to all employees and to students grades 4 through 12
- To continue to provide access to the students' grades and attendance through the Infinite Campus portal

Gap Analysis: Infrastructure

The Newton County School System needs:

- To upgrade 15 locations' WAN infrastructure and backbone to 10 GB
- To upgrade 15 locations' LAN infrastructure to 1GB to the desktop
- To increase the Internet bandwidth to, at least, 2.3 GB in order to meet the needs of online testing, online learning, and online resources
- To upgrade the firewall, the intrusion prevention system, and the Internet content filter to, at least, 2.3 GB
- To upgrade 15 schools' wireless network to 802.11N; to place one access point in every classroom, and to increase the number of access points in the common areas to achieve density coverage
- To continue the multiple online applications such as Destiny Media Automation, Destiny Asset Manager, PD Express, a Learning Management System, a Learning Object Repository, an Instructional Portal, and an Intranet
- To maintain, and to replace when necessary, 66 physical servers and 43 virtual servers

Gap Analysis: End-Point Devices

The Newton County School System needs:

- To maintain, and to replace when needed, all the End-Point Devices
- To complete the ViewPath implementation
- To ensure interactivity technologies in every classroom
- To assess the need to migrate to managed print services

Gap Analysis: Personnel

The Newton County School System needs:

- To differentiate the pay scale of different technicians' job descriptions based upon the levels of responsibilities
- One additional school-based technician to maintain the current level of service due to the increase in the quantity of End-Point Devices that are installed in our schools
- One additional Network Administrator to provide the level of service that is needed
- One additional Network Engineer to maintain an additional 850 ViewPath Systems
- One additional Instructional Technology Coordinator to provide the training necessary to implement an additional 850 ViewPath Systems

Gap Analysis: Professional Learning

The Newton County School System needs:

- To continue the Technology Teacher Leader Program and their Technology Support Teams
- To increase Tech Tuesday professional learning opportunities from four times per year to six times per year
- To continue to provide specialized professional learning opportunities when needed (i.e. ViewPath)
- To continue to offer a Summer Technology Conference
- To continue to provide monthly Technology Teacher Leader professional learning opportunities
- To provide the Technology Teacher Leaders with leadership development professional learning and individual training on coaching skills
- To continue to provide the registration to GaETC Conference for Technology Department Technicians, Media Specialists, Technology Teacher Leaders, and STAs
- To continue to provide opportunities to attend other technology conferences for specific individuals
- To continue to provide for specific professional learning opportunities to specific technicians to increase their skills

Gap Analysis: Access

The Newton County School System needs:

- To increase the utilization of the BYOD initiative
- To increase our Internet bandwidth to 2.3 GB to accommodate online resources, online learning, and online testing
- To continue to provide access to the various online applications which are currently available

Goals

Goals: Overall

The Newton County School System will:

- Continue to provide a complete communication plan that utilizes multiple channels of communication such as a Voice over IP telephony system, School Messenger, a phone-based parent communications application, a school system website, cloud hosted email system for employees and students that is available both internally and externally, and an instructional portal which allows for instructional resources to be available anytime and from anywhere. All these websites use SSL Encryption to protect users' identity and

stored data. Microsoft's SharePoint is used extensively as an Intranet. This plan will include a mobile app by December 2014

- Provide every employee with an email account and every student grades 4 through 12 with an email account at the discretion of the principal
- Provide every student and their parent(s) with access to grades and attendance through the Infinite Campus portal website

Goals: Infrastructure

The Newton County School System will:

- Upgrade the technology infrastructure for the 15 schools which have the 1 GB WAN and backbone to 10 GB WAN and backbone by June 2017
- Upgrade the 15 schools' LAN infrastructure from 100 MB to 1 GB to the desktop by June 2017
- Upgrade our Internet access to 2.3 GB by July 2015
- Upgrade the maximum throughput for the firewall, the intrusion prevent system, and the Internet content filter to 2.3 GB to take advantage for the anticipated increase in Internet bandwidth in order to provide online learning, online resources, and online testing
- Upgrade the wireless network infrastructure to 802.11N for those 15 schools which are still on 802.11G; increase the density of the wireless access points in every school to include one access point per classroom and additional access points to provide for density coverage in common areas
- Continue the multiple, web-based applications that provide valuable services to the school system: media automation application, a technology asset management system, a professional learning application, a Learning Management System, a Learning Object Repository, an Instructional Portal, and an Intranet
- Maintain, and replace when necessary, the 66 physical servers and the 43 virtual servers

Goals: End-Point Devices

The Newton County School System will:

- Continue the shift toward more mobile devices and fewer stationary devices by issuing a wireless laptop or tablet to every teacher who wants one
- Explore the possibilities of providing every student with a mobile device (1:1 Initiative) by June 2015
- Continue to use virtual desktops in the classroom in order to increase density until such time that the school system goes to a 1:1 initiative
- Increase the number of wireless laptop carts and/or tablet carts by 50% by June 2015
- Encourage the BYOD Initiative; by Jun 2017, there will be 8,000 BYOD devices connecting daily to the wireless network
- Continue to shift towards more interactive devices; this shift will include a move towards more interactive projectors until such time that interactive LCD/LED panels are available at a competitive price
- Begin to shift towards managed print services by June 2015
- Complete the ViewPath System implementation so that every classroom will have a ViewPath system by December 2015

Goals: Personnel

The Newton County School System will:

- Move network-based technicians from Grade 15 pay scale to a Grade 17 pay scale by July 2014
- Add one more school-based Technology Specialist by July 2014 to provide the support necessary for the number of schools that we currently have and the quantity of equipment that now exists in the county (see Current Status: End-Point Devices)
- Add one more Network Administrator by July 2014 to assist with the increased Network workload
- Add one more Network Engineer by July 2014 to help manage the increased workload due to the additional 850 ViewPath Systems to be installed
- Add one more Instructional Technology Coordinator by July 2014 to support the elementary schools in their implementation of the ViewPath System and to support the other instructional technology initiatives

Goals: Professional Learning

The Newton County School System will:

- Strengthen the Technology Teacher Leader Program and their Technology Support Teams by providing more onsite, team-based professional learning
- Provide at least six Tech Tuesday professional learning opportunities beginning in the 2014-2015 school year
- Provide monthly ViewPath training as needed for the elementary schools
- Continue the Summer Technology Conference
- Continue the monthly Technology Teacher Leader training on months when Tech Tuesday is not offered
- Provide the Technology Teacher Leaders with leadership development training and with individual training on coaching skills
- Continue to pay for the registration to the GaETC Conference for technicians, Media Specialists, Technology Teacher Leaders, and STAs
- Continue to provide for additional technology conferences for selected individuals
- Continue to provide training to individual technicians in order to enhance their skills as needed

Goals: Access

The Newton County School System will:

- Make every effort to leverage mobile technology, personally-owned devices, and virtualization to increase computer density, to reduce cost, and to increase interest. By 2017 every school will be allowing personal devices to be brought into school and to be used in the classroom. Training for teachers will be an essential ingredient for realizing the full potential for these new technologies
- Provide every classroom with interactive technologies
- Annually assess the need for additional bandwidth and will add more bandwidth when conditions warrant
- Make Canvas the school system's Learning Management System; it will be used by 90% of teachers by June 2016
- Provide, at least, 10 online courses by January 2015 and 20 online courses by August 2016

29. Description of LEA's long-term strategies for financing technology

The Newton County School System is committed to adequately funding technology improvement utilizing local and state funds, Title I funds, E-Rate, SPLOST funds, and other public and private grants.

1. Benchmarks, Evaluation, Responsibility, and Budget

C. Benchmarks, Evaluation, Responsibility, and Budget

	Current	FY15	FY16	FY17	Evaluation Instrument	Person Responsible	Budget
Overall							
1a. Communication Plan including a mobile app	None	All locations	All locations	All locations	Annual Technology Status Report and Needs Assessment	Director of Technology Director of Public Relations	None
1b. Provide all employees and all 4-12 students email accounts	Yes	Yes	Yes	Yes	Annual Technology Inventory	Director of Technology	None
1c. Provide all students and parents with online access to grades and to attendance	Yes	Yes	Yes	Yes	Annual Technology Status Report and Needs Assessment	Director of Technology	None
	Current	FY15	FY16	FY17	Evaluation Instrument	Person Responsible	Budget
Infrastructure							
2a. Upgrade WAN at 15 additional locations	10 locations	5 additional locations	5 additional locations	5 additional locations	Annual Technology Status Report and Needs Assessment	Director of Technology	\$750,000
2b. Upgrade LAN at 15 additional locations	10 locations	5 additional locations	5 additional locations	5 additional locations	Annual Technology Status Report and Needs Assessment	Director of Technology	\$2,500,000
2c. Upgrade Internet access to 2.3 GB	500 MB	Yes	Yes	Yes	Annual Technology Status Report and Needs Assessment	Director of Technology	None
2d. Upgrade throughput of Firewall, intrusion prevention, and Internet content filter to 2.3 GB	1 GB	Yes	Yes	Yes	Annual Technology Status Report and Needs Assessment	Director of Technology	\$180,000
2e. Upgrade wireless network at all locations to 802.11N	None	8 locations	8 locations	9 locations	Annual Technology Status Report and Needs Assessment	Director of Technology	\$1,000,000
2f. Continue web-based applications	All	All	All	All	Annual Technology Status Report and Needs Assessment	Director of Technology	Departmental Budget
2g. Maintain and replace physical and virtual servers	All	All	All	All	Annual Technology Status Report and Needs Assessment	Director of Technology	\$50,000
	Current	FY15	FY16	FY17	Evaluation Instrument	Person Responsible	Budget
End-Point Devices							
3a. Continue shift towards	3,631	4,000	4,500	5,000	Annual Technology Inventory	Director of Technology	\$1,200,00

mobile devices							
3b. Explore 1:1 Initiative	Small pilot for STEM students	Review status for expansion	Review status for expansion	Review status for expansion	Annual Technology Status Report and Needs Assessment	Director of Technology	\$300,000
3c. Continue virtual desktops	2,936	3,000	3,300	3,500	Annual Technology Status Report and Needs Assessment	Director of Technology	\$190,000
3d. Increase laptop carts by 50%	50	60	70	75	Annual Technology Inventory	Director of Technology	\$375,000
3e. Encourage BYOD	3,000	5,000	6,000	8,000	Annual Technology Status Report and Needs Assessment	Director of Technology	None
3f. Continue shift to more interactive devices	1,350	1,400	1,500	1,500	Annual Technology Status Report and Needs Assessment	Director of Technology	\$500,000
3g. Move to managed print services	None	40%	100%	100%	Annual Technology Status Report and Needs Assessment	Director of School Services	None
3h. Complete ViewPath implementation	552	1,000	1,400	1,400	Annual Technology Status Report and Needs Assessment	Director of Technology	\$3,400,000
Personnel	Current	FY15	FY16	FY17	Evaluation Instrument	Person Responsible	Budget
4a. Move Network technicians from Grade 15 to Grade 17	None	4	4	4	Annual Technology Status Report and Needs Assessment	Director of Technology	Personnel Budget
4b. Add 1 School-based Technician	12	13	13	13	Annual Technology Status Report and Needs Assessment	Director of Technology	Personnel Budget
4c. Add 1 Network Administrator	2	3	3	3	Annual Technology Status Report and Needs Assessment	Director of Technology	Personnel Budget
4d. Add 1 Network Engineer	2	3	3	3	Annual Technology Status Report and Needs Assessment	Director of Technology	Personnel Budget
4e. Add 1 Instructional Technology Coordinator	1	2	2	2	Annual Technology Status Report and Needs Assessment	Director of Technology	Personnel Budget

Professional Learning	Current	FY15	FY16	FY17	Evaluation Instrument	Person Responsible	Budget
5a. Strengthen Tech Teacher Leader Program	10	20	30	30	Annual Instructional Technology Status Report	Instructional Technology Coordinator	None
5b. Increase Tech Tues PL	4	6	6	6	Annual Instructional Technology Status Report	Instructional Technology Coordinator	Departmental Budget \$13,000
5c. Provide monthly ViewPath Professional Learning for Elem Schools as needed	0	15	9	0	Annual Instructional Technology Status Report	Instructional Technology Coordinator	None
5d. Provide individualize TTL training and coaching	0	36	36	36	Annual Instructional Technology Status Report	Instructional Technology Coordinator	None
5e. Continue Summer Tech Conference	1	1	1	1	Annual Instructional Technology Status Report	Instructional Technology Coordinator	Departmental Budget \$3,000
5f. Continue monthly TTL meeting	10	10	10	10	Annual Instructional Technology Status Report	Instructional Technology Coordinator	None
5g. Provide TTL with Leadership Development	10	30	30	30	Annual Instructional Technology Status Report	Instructional Technology Coordinator	None
5h. Continue to pay for registration to GaETC	1	1	1	1	Annual Instructional Technology Status Report	Instructional Technology Coordinator	Departmental Budget \$10,000
5i. Continue to pay for other technology conferences	4	4	4	4	Annual Instructional Technology Status Report	Instructional Technology Coordinator	Department Budget \$4,000
5j. Continue to provide PL for technicians	5	5	5	5	Annual Technology Status Report and Needs Assessment	Director of Technology	\$10,000
Access	Current	FY15	FY16	FY17	Evaluation Instrument	Person Responsible	Budget
6a. Assess the need to increase bandwidth	500 MB	2.3 GB	2.3 GB	2.3 GB	Annual Technology Status Report and Needs Assessment	Director of Technology	None
6b. Increase teacher use of LMS to 90%	50%	80%	85%	90%	Annual Instructional Technology Status Report	Instructional Technology Coordinator	None
6c. Provide online courses	0	10	20	20	Annual Instructional Technology Status Report	Instructional Technology Coordinator	\$10,000

30. Description of technology integration into curriculum and instruction

Access to Technology/Data Sources:

Data Sources:

The Newton County School System annually gathers information concerning students' and employees' access to technology resources in order to assess the school system's goal of providing a 21st century education for the students. The following data sources were used to develop this assessment:

1. Annual Technology Status Report and Needs Assessment
2. Annual Technology Inventory
3. Annual Technology Use Survey
4. Annual Employees' Technology Satisfaction Survey
5. Annual Students' Technology Survey
6. Annual Parents' Survey
7. Technology Planning Meeting which included representatives of all stakeholders

1. The Technology Department is dedicated to supporting the teaching and learning initiatives of the Curriculum and Instruction Department. As a result, the Technology Department will provide the following: Continue to work with each school's Technology Support Team to build technology integration capacity within each school
2. Continue to provide technical support to all teachers, Para-professionals, and administrators to such an extent that technology does not become a barrier to their implementation of any teaching and learning initiative; that technical support continues to receive a 95% satisfaction level from all employees
3. Continue to work with all the Media Specialists in their role as an instructional and technology leader within the building
4. Continue to promote mobile learning ideas in order to encourage students to access their learning environments anytime, anywhere
5. Continue to provide a course management system such as [Canvas](#) in order to provide each student with an anytime, anywhere learning environment
6. Continue to provide a digital repository that allows teachers and students to access digital content anytime, anywhere
7. Continue to provide leadership in the BYOD initiative so that all schools implement the components of this initiative
8. Continue to provide server availability at a 99.9% level

31. Description of development and utilization of innovative strategies (through Titles II D and V-A)

In our system, teachers have the greatest opportunity to think creatively during the school improvement planning process. The review and analysis of student data such as discipline, attendance, performance on state mandated tests, etc., and the discovery of needs, frequently lead to some out-of-the box thinking. Title I schools have continuously been told to look for innovative strategies and break the mold reforms to address the needs that are uncovered. As a result, over the years, several of the elementary schools have pursued and won competitive reading reform grants. Several of our schools have served as state pilot sites for various initiatives, including the development and refinement of the Basic Literacy Test (BLT). One elementary school created a model of shared governance that continues to be used nearly 15 years later. Administrators and faculty, as well as others on school improvement teams have been empowered by the County Office to make decisions regarding projects to implement, including technology-related, and to decide how these special projects will be funded. The school/system leverages different sources of state and federal funding (Titles I, II, & V) and combines resources to assist in providing special projects/programs and on-site professional learning opportunities that support innovative, school based reform efforts. Creative thinking workshops have also been proposed to promote a system-wide focus on innovation and creativity in teaching and learning. An experiment with gender specific classes is underway at Livingston Elementary School. Parents were allowed to request that their child participate in one of these classes. The success of the program will be evaluated, in part, by analyzing student data and reviewing teacher, staff, student and parent survey results.