

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

CLIP Descriptor	District Response	Suggestions/ Comments
<p>1. A description of the process the LEA used to determine the academic needs of its student body including the unique needs of students served through each applicable federal program. An analysis of the results should be included.</p>	<p><b><u>Comprehensive Needs Assessment Process</u></b>  A Comprehensive Needs Assessment is conducted each spring to assess the needs of the district and schools, as well as the needs of subgroups of students including ESOL, Migrant, Homeless, and Special Education students. The process includes stakeholder meetings conducted at both the school and district levels. The Barrow County School System utilizes a variety of data sources to make decisions that will affect student learning and teacher effectiveness. Our needs assessment process includes examining student achievement data from state assessments (GKIDS, Milestones, ACCESS, etc.), perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, highly qualified teacher and paraprofessional data, class size data, quality assurance team walkthrough data, and verbal input from stakeholders. In March, each school conducts a Comprehensive Needs Assessment Stakeholder meeting that includes parents, teachers, paraprofessionals, administrators, community members, and other support staff. Once the input is collected from the schools, a series of meetings are held at the district level to consider all the prior stakeholder input and data and to make decisions regarding prioritized needs and equity concerns. Stakeholders participating in our needs assessment process include the Title I Director, Title II-A/Professional Learning Coordinator, the Special Education Director, Elementary and Secondary Education Directors, Migrant Coordinator, Homeless Liaison, the STEAM Integration Specialist, the Assistant Superintendent of Human Resources, the Special Education Director, the EL Support Specialist, administrators and teachers from each level, paraprofessionals, instructional coaches and counselors, parents, community members, and higher education representatives from Piedmont College and the University of Georgia. The results of this needs assessment determine any areas of inequity and guide the development of plans and expenditure of funds.</p> <p><b><u>Determining Academic Needs</u></b>  For students served through Federal Programs, the LEA has trained teachers and administrators to use and analyze the results of both formative and summative assessments. Diagnostic/formative assessments in the area of reading at the elementary level include DIBELS, Rigby, Lexia, DRA, and Houghton Mifflin/Harcourt End of Unit tests which identify the specific reading skills impacting student performance. Student work in the classroom is analyzed by both teachers and students and compared to grade level standards outlined in the Georgia Performance Standards and/or the Common Core Georgia Performance Standards. In the core academic areas, teachers use the summative results from state assessments to identify students' needs.</p> <p><b><u>Special Education/IDEA</u></b>  For SWD, state testing data is used in combination with IEP goal attainment and frequent Comprehensive Individual Assessments which are periodically administered to identify specific strengths and needs of individual students.</p> <p><b><u>Title III/ESOL</u></b>  Teachers use the results of the ACCESS for ELLs tests to determine the language needs of students served through the Title III program. The MODEL assessment is administered to obtain an additional measure for progress monitoring purposes for ELs who fail to demonstrate Annual Progress in English Language Acquisition (APLA).</p> <p><b><u>Title I, Part C/Migrant</u></b>  The educational needs of migrant students are assessed through a Comprehensive Needs Assessment. Our migrant student population is small, and educational needs are assessed on an individual basis.</p>	

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

***Homeless and Neglected***

Educational needs of homeless and neglected children are assessed in the same fashion as those of other students. Collaboration with local agencies who serve homeless and neglected students also allows the school system to address additional needs if necessary.

***CTAE/Perkins***

As part of the Local Plan for Improving Technical and Vocational Education, the status of the system's progress has been reported in reaching and/or exceeding each of the six Core Indicators and the Level of Performance set by the State of Georgia. Included were the student attainment of challenging state established academic proficiencies, student attainment of secondary vocational-technical skill proficiencies, and student attainment of high school diploma/equivalent/post-secondary degree or credential. With the reauthorization of Perkins IV, the Local Plan for Improving Technical and Vocational Education has revised core indicators. Although similar to the previous indicators, the revised indicators focus on data in the academic achievement and graduation rate of CTAE concentrators, as well as other indicators, thus allowing us to better target specific student needs.

***Safe and Drug Free***

The Barrow County School System uses the GSHS II (Georgia School Health -Survey II needs assessment) to determine the needs of students related to safety, drug abuse and violence, all of which are barriers to learning impacting student achievement. Documented areas of need include tobacco use, alcohol use, marijuana use and bullying based on the results of the GSHS II. Scientifically-based research programs utilized in our system include Second Step, Botvin Life Skills Training, Olweus Bully Prevention program and Connect with Kids.

**Analysis of Results**

The Professional Learning Coordinator and the Teaching and Learning Department schedule workshops and training sessions in the analysis and utilization of data. NEGA RESA assists in the development and implementation of workshops for administrators and teachers, providing a venue for educators to learn to understand, analyze, and utilize data. The individuals who are trained then redeliver to colleagues through learning communities and workshops. The Barrow County School System ensures equitable access and opportunities to all students by monitoring and assuring that highly qualified teachers and paraprofessionals are recruited, hired, and retained. All teachers receive research based professional learning in order to meet the diverse needs of all students. Teacher experience regarding placement decisions and class size are maintained and monitored to assure equity for all students.

**Title II-A**

During the previous school year, Title II-A funds were allocated for teacher recruitment and provided funding for job fair participation. It was determined that the district would have similar needs for the next fiscal year, especially in the areas of SPED, math, science, and foreign language.

The teacher retention rate for our system has averaged approximately 90% for the past three years.

For the past several years, the Barrow County School System has had a system-wide focus on three critical areas of instruction and teacher effectiveness: (1) feedback, (2) assessment, and (3) differentiation. Professional learning has been linked to these three areas. Strategies to meet the needs of a diverse population of students are also integrated into other professional learning opportunities, such as training on implementing the Georgia Standards of Excellence, ESOL and gifted endorsement programs, and Advanced Placement training. Each school offers professional learning specific to the needs of their student populations,

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

including strategies for EL, migrant, homeless and economically disadvantaged students and inclusion strategies for students with disabilities. Data from the TKES indicated that differentiation would be a priority focus for professional learning..

The Barrow County School System has maintained 100% of teachers and paraprofessionals with highly qualified status for the last few years. BCSS expects to begin the next fiscal year with 100% HiQ teachers and paraprofessionals.

According to the GAPSC – MYSPA report, 7.79% of certified teachers fall into the low experience range (0-3 years). Bramlett Elementary School has 100% of teachers in the mid or high experience category. The schools with the most teachers in the low experience category are: Statham Elementary (18%), Bethlehem Elementary (14.3%), Russell Middle School (12.2%), and Kennedy Elementary (10.7%). The principals of these schools will be encouraged, as vacancies become available, to hire teachers with higher levels of experience.

During the previous school year, the student to FTE instructional staff ratio was 14.1. As a charter district, BCSS does has a waiver for class size, but very little change is anticipated for the next fiscal year. The anticipated average class sizes for the next fiscal year are: Elementary=22 Middle=30 High=30

As a result of the most recent Comprehensive Needs Assessment, the following list of prioritized needs has been developed:

1. Differentiation;
2. Retention and development of effective teachers and leaders;
3. Core content instruction (reading and writing across content areas, math, English language arts, social studies, science);
4. RTI;
5. Instructional technology;
6. SPED;
7. Assessment;
8. Recruitment of Highly Qualified Teachers.

Equity Indicator 1: Teacher preparation and ability to meet diverse needs of students is rated Adequate on the LEA self-review of the system equity plan. Professional learning district-wide will focus on differentiation and RTI. Funds will continue to be used to support gifted endorsements, AP training, SIOP and other training specific to the needs of ELs, and SPED/Co-teaching training. The Teaching & Learning Department, through District Leadership meetings, will monitor overall teacher performance on TKES Standard 4 by school and level. A consistent data team process will continue to be implemented district-wide to guide teachers in making data-driven, differentiated instructional planning decisions.

**Sharing of Results**

The Teaching and Learning Department examines and disaggregates the test results of all students and subgroups and presents the results to the Barrow County Board of Education and attending administrators, parents, and community members. The Director of Student Services shares the results of the GSHS II with the local Family Connection/Communities in Schools collaborative. These results are analyzed and used in system and community planning. Analyses of data are also shared and discussed with school administrators at their specific meetings. Results are then shared with staff members at faculty meetings, Professional Learning Community meetings, and department/team/grade level meetings to plan for student needs. Test results are used by teachers in their planning of instructional delivery and in meetings with parents. Results are also shared with community members through newspaper articles, web page information, newsletters, School Governance Team meetings, parent conferences, curriculum nights, open house gatherings, Professional Learning Communities, and PTO meetings. Title I schools share results with parents and community members through Family Engagement Events.

# Barrow County School System

## Comprehensive LEA Improvement Plan (CLIP)

### FY2016

<p>2. A description of high-quality student academic assessments that the LEA and schools will use</p>	<p>The following assessments are used to identify students who are at risk of failing to meet state standards in the core academic areas:</p> <ul style="list-style-type: none"> <li>● Formative Assessments: DIBELS, Lexia, DRA, Rigby, Student Writing Samples, Math Investigations, Running Records, Harcourt Language Assessments, Teacher-developed common assessments, Houghton Mifflin/Harcourt Story and Unit Tests, Oral Fluency Test, and GoFar.</li> <li>● Pre/Post Assessments: District-developed Student Learning Objective (SLO) assessments</li> <li>● Summative assessments: State assessments (GKIDS, Milestones, ACCESS, etc.), ITBS</li> </ul> <p>The results of both formative and summative assessments are utilized to identify students' learning needs. Decisions regarding the revisions of projects are made so that all children, including low-achieving children and students with disabilities, meet State academic achievement standards.</p> <p><b><u>Special Education</u></b>  The Woodcock-Johnson III was purchased with IDEA funds for all schools to use for screening students for possible disabilities. For students with significant cognitive disabilities, the Georgia Alternate Assessment results are used in the planning and formulation of educational goals. The disaggregation of GAA results will be utilized to provide continued training for teachers in the proper development of GAA portfolios. GAA teachers will have more training on how to better align grade level standards with the specific abilities of their students.</p> <p><b><u>At-Risk Students</u></b>  The reading assessments indicated above are utilized to identify students at risk for reading failure and to guide intervention strategies. All K-2 students are assessed three times a year using the DIBELS Next assessment to quickly monitor the development and identify the needs of each student's foundational reading skills and inform next steps with instant analysis, reports, and instructional planning tools. Also, Differentiated Reading Instruction resources (boxed instruction lessons from Walpole and McKenna) will be used in K-2 for Tier II instruction. These lessons will provide additional small-group instruction targeted to address student's needs in the area of phonological awareness.</p> <p><b><u>Migrant Students</u></b>  The educational needs of migrant students are determined through a Comprehensive Needs Assessment. Our migrant student population is small and educational needs are assessed on an individual basis.</p> <p><b><u>ESOL Students</u></b>  Upon enrollment, students identified as having a primary, first-learned and/or home language other than or in addition to English are screened for English proficiency to determine eligibility for ESOL services using the WIDA ACCESS Placement Test (W-APT). Parents of students qualifying for ESOL services are notified of their child's proficiency level according to this assessment via the Notification of Services form, which is provided to parents in English and in their home language, to the extent practicable. English Learners' progress toward English proficiency is measured annually through the ACCESS for ELLs. Parents receive a cover letter about the assessment and Parent Report in English and in the home language, to the extent practicable, containing the assessment results for their child. Information is also shared with parents at the annual Title III parent meeting, held by cluster in our district, regarding the ACCESS for ELLs assessment and score reports. Teachers share ACCESS for ELLs scores with students and set goals for language development in an age-appropriate manner. Results of the ACCESS for ELLs assessment are analyzed by composite score to identify students who fail to meet Annual Progress in English Language Acquisition (APLA). These students' scores are analyzed further to identify domain(s) that students are struggling in, and</p>	
--	---	--

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

	<p>interventions are implemented to address these domain-specific needs. The MODEL assessment is administered during the school year for progress monitoring purposes for this group of ELs. The district publishes a report of the performance of EL, EL-M and EL-F students' academic and linguistic achievement that is shared with stakeholders.</p> <p><b><u>Homeless and Neglected Students</u></b> Educational needs of homeless and neglected children are assessed in the same fashion as those of other students.</p> <p><b><u>Technology Literacy Skills</u></b> Student technology literacy skills data, previously assessed through the 21st Century Skills Assessment, may be used to provide teachers, parents, and students with their school's progress toward achieving proficiency across all domains.</p>	
<p>3. A description of how the LEA will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics of the National Education Statistics Act of 1994 and how the results will be used in the local educational agency.</p>	<p>The Barrow County School System is annually notified if schools in the district have been selected for participation in the NAEP. When chosen, NAEP staff members administer the assessment and work with the school test coordinators to organize assessment activities. The System Testing and Data Specialist or designee will become familiar with the NAEP tools for use by systems, schools and teachers and how they can best be used to help increase student achievement. Homeless and Migrant students will be included in the administration of the NAEP, if applicable.</p>	
<p>4. A description of strategies to share system progress, disseminate evaluation results, encourage broad stakeholder involvement, and market the role technology can have in helping students achieve in innovative ways.</p>	<p><b><u>Strategies to Share System Progress on the Attainment of Technology Goals</u></b> Goals related to the effective use of technology are developed as part of the overall system and school improvement process. Goals will be reviewed yearly to determine the extent to which they have been met and adjustments will be made to technology-related goals accordingly. System and school performance on goals is reported on the performance tab of the system and school websites.</p> <p><b><u>Strategies to Disseminate Evaluation Results of Technology Goals</u></b> In addition to sharing information related to goal attainment on the system and school websites, information is also shared in the following ways:</p> <ul style="list-style-type: none"> <li>● System and school annual stakeholders planning meetings (held each fall and spring)</li> <li>● School Governance Team meetings</li> <li>● Annual system leadership summit (held each June)</li> </ul> <p><b><u>Strategies to Encourage Broad Stakeholder Involvement</u></b></p> <ul style="list-style-type: none"> <li>● Technology integration will be a topic on the agenda for each Title stakeholder meeting.</li> <li>● School governance teams will discuss the technology needs of the school each year.</li> <li>● Questions related to technology will be included on stakeholder surveys conducted as part of the Comprehensive Needs Assessment each year.</li> </ul>	

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

	<p><b><u>Strategies to Market the Role of Technology</u></b></p> <ul style="list-style-type: none"> <li>● Professional learning courses are offered each summer and throughout the school year.</li> <li>● A STEAM integrationist will promote the role of technology in math and science curriculums.</li> <li>● A system Instructional Technology Specialist will work with all schools to improve the use of instructional technology.</li> <li>● Each school's Digital Coach will promote technology use and provide professional learning on the effective use of technology.</li> </ul>	
<p>5. A description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards.</p>	<p><b><u>Academic Assistance for All Title Students Including ESOL, Migrant, Homeless, and Special Education</u></b> Title I funds are used to increase academic support to students and instructional support to teachers. Ways Title I funds are used to provide additional educational assistance to individual students struggling with mastery of academic achievement standards include:</p> <ul style="list-style-type: none"> <li>● Hiring of personnel such as teachers, paraprofessionals, and instructional coaches. <b>Teachers</b> are paid using Title I funds to decrease class size and provide academic interventions. <b>Paraprofessionals</b> are hired to work directly under the supervision of certified teachers to provide the additional tutoring and instruction in the core subjects. The most frequently used model includes assigning paraprofessionals to a grade level and the classrooms for segments during the day and allowing them to work with targeted students. Schools utilizing Title I funds to hire <b>instructional coaches</b> use the instructional coach to work with classroom teachers to identify student needs, develop strategies to meet those needs, and model lessons for teachers in differentiated/accelerated instruction.</li> <li>● Purchasing technology, materials, and supplies to support teachers efforts in delivering instruction in a variety of ways.</li> <li>● Providing instruction beyond the school day and/or during the summer months based on the needs identified in the comprehensive needs assessment.</li> <li>● Purchasing computer based programs like Read 180, Voyager Math, and My Reading Coach to assist students in the areas of reading and math.</li> </ul> <p><b><u>Additional Educational Assistance Using IDEA Funds</u></b></p> <ul style="list-style-type: none"> <li>● Providing educational supports for students with disabilities to include technology programs such as Voyager Math, Kurtzweil, Read 180 and My Reading Coach.</li> <li>● Providing an Extended School Year (ESY) Program to students with disabilities to reduce academic regression and assist learning in emerging skills.</li> </ul> <p><b><u>Additional Educational Assistance for Migrant Students</u></b></p> <ul style="list-style-type: none"> <li>● Employing a multilingual staff member who serves as the Language Evaluation Specialist as well as the Migrant Specialist for the school system. The title of this position is Language Evaluation/Migrant Specialist (LEMS). Title I, Part C funds are used to pay approximately 10% of the salary of this position. As the LEMS, this person will provide and/or coordinate additional services for migrant students, including supplemental academic services such as before or after school programs and/or summer learning programs. These services may be offered to students in a one-on-one tutoring format as needed. These services will supplement and go beyond the scope of those services provided through other programs such as Title I, Part A and Title III.</li> </ul> <p><b><u>Additional Educational Assistance for ESOL Students (Title III Funds)</u></b></p> <ul style="list-style-type: none"> <li>● Providing additional support to English Learners (ELs) through research-based instructional materials, software, computer equipment, professional learning for program staff, and a program support specialist.</li> </ul>	

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

	<ul style="list-style-type: none"> <li>• Purchasing the MODEL assessment to obtain an additional measure for progress monitoring purposes for ELs who fail to demonstrate Annual Progress in English Language Acquisition (APLA).</li> </ul>	
<p>6. A description of the strategy the LEA will use to coordinate programs under Titles I, II, III, IV, VI, Part B, Perkins, and IDEA to provide professional learning on the integration of technology into the curriculum and instruction to improve and support teaching, learning, and technology literacy. The description should include purchasing technology, available technology tools, distance learning opportunities, and professional learning for teachers, administrators, pupil services personnel, any other staff, and parents.</p>	<p><b><u>Purchasing Technology</u></b></p> <ul style="list-style-type: none"> <li>• <b>Title I</b> funds are used to purchase technology for instructional use in core academic classrooms including projection devices, computers, interactive whiteboards, printers, digital readers, etc.</li> <li>• <b>Title III</b> funds are utilized to purchase computer equipment and software to support English Learners.</li> <li>• <b>IDEA Part VI-B</b> funding is used to purchase both hardware and software to ensure that the educational process is accessible and inclusive for all students with disabilities.</li> <li>• <b>IDEA</b> funds are also used to purchase materials to continue the Voyager and READ 180 programs.</li> </ul> <p><b><u>Available Technology Tools</u></b></p> <ul style="list-style-type: none"> <li>• The district is also exploring other researched-based intervention programs and resources to be utilized at multiple campuses to improve the achievement of our <b>students with disabilities</b> population.</li> </ul> <p><b><u>Distance Learning Opportunities</u></b></p> <ul style="list-style-type: none"> <li>• Funds are also used for online courses that meet the specific needs of the educator.</li> <li>• Technology is integrated into as many professional learning opportunities as possible, specifically targeting the use of web-based applications, such as Wikispaces and Google Apps for Education, that take advantage of our E-rate funded Internet connection.</li> <li>• Technology-based professional learning is primarily focused on the use and integration of web-based or Web 2.0 tools into instruction, tools in the Google Apps Suite and effective integration and use of mobile devices.</li> </ul> <p><b><u>Professional Learning For All Stakeholders</u></b></p> <p>The Barrow County School System values the importance of technology in increasing student achievement. The system's Teaching and Learning Department (Special Education, Title Programs) collaborates with the Technology Department to discuss professional learning needs. Principals and school leadership teams identify their school needs and plan appropriate professional development to address those needs.</p> <p>Professional development is designed to improve student achievement and technology literacy needs by meeting the content and pedagogical needs of teachers. It is standards based, data-driven, and job-embedded. Numerous high quality professional learning opportunities offered by NEGA RESA and by the Barrow County School System are funded by Professional Learning and Title II Part A to address stated needs. Training is provided during designated professional learning days, during the summer, after school, through release time, and via web-based courses.</p> <p><b><u>Professional Learning Funds</u></b></p> <ul style="list-style-type: none"> <li>• Allocated based on system identified needs.</li> <li>• Used to provide professional learning on technology based on curriculum and assistive technology.</li> </ul> <p><b><u>Title II Part A</u></b></p> <ul style="list-style-type: none"> <li>• Funds are allocated to meet identified system needs and the professional development needs.</li> <li>• Funds are used to provide reimbursement for teachers to take the appropriate certification test or endorsement courses.</li> </ul>	

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

	<ul style="list-style-type: none"> <li>● Funds are used to fund professional development for administrators in areas of identified need.</li> <li>● Funds are also used to provide professional learning opportunities for paraprofessionals via The Master Teacher ParaEducator PD NOW! online program.</li> </ul> <p><i>IDEA</i> funds are used to provide professional learning for new teachers using the READ 180 program</p> <p><b>Perkins Funding</b></p> <ul style="list-style-type: none"> <li>● Used to pay consortium dues to the CTAE Resource Network. The Network provides professional learning to CTAE teachers, academic teachers, counselors, and administrators in program specific topics, technology and software training, careers/advisement, academic integration, and other timely topics based on the needs assessment conducted throughout the state.</li> <li>● Funding also provides stipends for teacher training/collaboration and summer professional learning.</li> </ul>	
<p>7. A description of how the LEA is addressing 8th grade technology literacy</p>	<p>The Barrow County School System has identified technology as one of its top priorities. Annually, 8th grade students are administered a test to determine the extent of their mastery of technology standards. Goals are established each year based on the previous year's performance in order to ensure that students are becoming more proficient in the use of technology.</p> <p>According to the most recent 21st Century Skills Assessment, 8th grade students in the school system have shown improvement in their technology literacy skills, most notably in the percent of students moving out of the Basic into the Proficient range. BCSS students also had scores that were consistent with those at the state and global level in overall proficiency.</p> <p>Seventy-seven percent of elementary teachers who participated in the LoTI Digital Age Survey indicated the majority of computer use by their students involved the use of curriculum-based programs for enrichment, remediation, and assessment. Only 18% chose Internet research and the use of programs like Word and PowerPoint. A total of 5% selected using web-based tools for content and presentation creation, collaboration, and engaging in problem solving discussions.</p> <p>The results from the high school level presents a similar picture. Here, teachers indicate 97% of student computer use falls into the lower two categories of using curriculum-based programs, Internet research, and use of programs such as Word and PowerPoint.</p> <p>Given these figures, it is essential that future professional learning opportunities focus on how teachers can more effectively use the technology they have available to them, which will include Bring Your Own Technology (BYOT) initiatives.</p>	
<p>8. A description of how the local educational agency will ensure that funds are spent on scientifically and/or evidence-based practices and products for all programs including the purchase of technology and technology tools. Where applicable include how the practices and</p>	<p>All Federal Program Directors and Coordinators, the Professional Learning Coordinator, and the Career, Technical, and Agricultural Education (CTAE) Director will ensure that funds spent in those programs are spent on scientifically and/or evidence based practices by approving all expenditures for products and programs. The Barrow County School System complies with the Principles of Effectiveness by selecting and implementing scientifically and/or evidence-based practices and products targeting assessed needs. District Special Education staff will support each individual campus in a consultative role to address strategies for individual students. Schools will develop Professional Learning proposals. Procedures were created and put into place for the request of registration for professional learning opportunities requiring funding.</p> <p>Barrow County School System strives to integrate technology use into as many professional learning opportunities as possible, specifically targeting the use of web-based applications, such as Wikispaces and Google Apps for Education, that take advantage of our E-rate funded Internet connection. Technology-based professional learning is primarily focused on the use and integration of web-based or Web 2.0 tools into instruction, tools in the Google Apps Suite and effective integration and use</p>	

## Barrow County School System Comprehensive LEA Improvement Plan (CLIP) FY2016

<p>products will impact student technology literacy.</p>	<p>of mobile devices. Taking into consideration the results of a recent survey, these types of professional learning courses are in great need and will continue to be offered, in addition to instructional technology professional learning that focuses on the 4 C's of 21st Century Skills (Communication, Collaboration, Critical Thinking and Creativity).</p> <p>Stipends will continue to be offered to targeted groups, such as Gifted teachers, to encourage the pursuit of technology integrated courses as well as the implementation of what is learned into instruction. Technology-based incentives, funded through Title II, have also been and will continue to be utilized to encourage enrollment and implementation of course content. Title II Part A funds are also used to provide online professional learning opportunities for paraprofessionals via The Master Teacher ParaEducator PD NOW!. Additionally, web-based and self-directed courses in technology have been offered to broaden the scope of courses available to teachers. Courses such as these will continue in the future, as well as hybrid courses for those teachers who still desire a bit more structured or facilitated approach. These courses focus on content creation, so teachers can immediately apply skills and lesson developed, which will have a direct impact on student technology literacy skills.</p> <p>A STEAM ( Science, Technology, Engineering, Arts, and Math ) Integration Specialist provides targeted professional learning to teachers implementing the Math CCGPS at all grade levels. The use of technology, both by example and integrated into lesson development, will be part of the middle and high school CCGPS Math professional learning. Teachers also collaborate through electronic means to discuss unit plans, assessments, to create common resources and to share resources. The SIS will also provide professional learning and support for schools and teachers involved in targeted STEAM initiatives and Collaborations, the latter of which was formerly known as Direct to Discovery Collaborations.</p>	
<p>9. A description of how the LEA will use federal funds to coordinate and integrate services with other educational services at the LEA or individual school level</p>	<p>Barrow County does not participate in the Even Start, the Reading First, or Early Reading First programs. The Barrow County School System will use federal funds to supplement the funds eligible schools receive from other state and local programs. Local and State funding is used to provide classroom and support personnel to meet class size mandates and Southern Association of Colleges and Schools and Georgia Accrediting Commission standards. Once State and Local funds have been expended on allowable activities, federal funds are used to provide supplemental materials, personnel, and activities. Title I, Part A funds will be used for the salaries and benefits of highly qualified teachers and paraprofessionals to reduce class size. Title I, Part A funds will also be used to pay the salaries and benefits of Instructional Coaches, the Federal Programs Director, a Title I Administrative Assistant for the purpose of maintaining records, accessing and analyzing data, and ensuring compliance, substitutes for highly qualified teachers and/or paraprofessionals, and the Family Engagement Specialist. Funds will be utilized to purchase supplies and educational materials, equipment, technology, software and hardware specific to Title I, Part A program support. Title I, Part A funds will also be used for registration, dues, fees, and travel directly related to school and LEA professional learning needs, as well as paying audit expenses and indirect costs.</p> <p>Title I schools coordinate and integrate parental involvement strategies to assist with transition of participants to local elementary school programs currently operating in the local area. Examples of programs and activities include:</p> <ul style="list-style-type: none"> <li>● The Georgia Pre-K Program is housed in each of the elementary schools in Barrow County. School counselors are seeking ways to involve these parents in activities to assist students in transitioning to Kindergarten.</li> <li>● All Barrow County parents who have a child entering kindergarten are invited to attend a Transition to Kindergarten parent meeting that is held at each school in May.</li> <li>● A Pre-School Program Specialist position was created to better help integrate <b>special education</b> students into the school environment as well as help parents and students gain the support and resources necessary to be successful. The Pre-School Program Specialist works closely with Babies Can't Wait as well as the local Head Start agency.</li> </ul>	

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

	<p>The district utilizes <b>IDEA funds</b> to hire additional support staff and provide additional resources to serve both Pre-School community-based and Pre-School site-based students with disabilities. The Pre-School Program Specialist and the Pre-K Director work closely together using the Pre-K RTI process to help identify the needs of students early who are transitioning into the Pre-K Programs in Barrow County.</p> <p>Schools schedule visits for Head Start students and parents in the spring of the year prior to enrollment in the public school kindergarten program. Schools schedule visits for students and parents from local pre-schools in the spring of the year prior to enrollment in the public school kindergarten program.</p> <p><b>Students with disabilities, migrant students, homeless students, neglected or delinquent youth, Indian students, immigrant students, and students who are English Learners</b> are eligible for educational assistance through their respective funding sources as well as through state and local funding services on the same basis as other students.</p> <p><b>Title I, Part C funds</b> will be used to provide additional services to <b>migrant</b> students not already being provided through other funds.</p>	
<p>10. A description of how the LEA will develop strategies that prevent violence in and around schools and the illegal use of alcohol, tobacco, and drugs including how the prevention activities meet the Principles of Effectiveness; involve parents; and coordinate these efforts and resources with other federal, state, and community entities. In addition the LEA must explain how evaluations of effectiveness will be used to refine, improve, and strengthen the program strategies.</p>	<p>The Barrow County School System is using Second Step, Botvin Life Skills Training, Olweus Bully Prevention program, Positive Behavior Intervention and Support (PBIS) and Connect with Kids that meet the Principles of Effectiveness, based on assessment data and thereby assuring a safe/orderly and drug-free learning environment. The system serves as a member of the Community Prevention and Awareness Workgroup (CPAW), a partnership with the Council on Alcohol and Drugs. The CPAW is a task force that seeks to prevent the abuse of alcohol and illicit drugs in the community by citizens of all ages. Goal 3 of our Strategic Improvement Plan specifically addresses the creation and maintenance of learning environments that are safe, drug free and conducive to learning.</p>	
<p>11. A description of the poverty and school eligibility criteria that will be used to select attendance areas for</p>	<p>The free/reduced lunch data for Barrow County School System is used to determine which attendance areas and/or schools are eligible for funding through Title I, Part A. All schools with 35% or more students eligible for free or reduced-price meals receive Title I funding. According to guidelines for Title II, Part D grant opportunities published by the Georgia Department of Education,</p>	

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

<p>schools eligible for funding through Title I, Part A and school eligibility for grant opportunities through Title II, Part D.</p>	<p>neither Barrow County School System as a district, nor any individual school has been eligible to pursue competitive grant funding through this program. As of the 2008 fiscal year, the LEA no longer received federal funding through this program.</p> <p><b><u>Migrant Students</u></b> The Barrow County School System works with the Georgia Migrant Education Program to identify, recruit, and serve the needs of our migrant students. Parents are asked questions regarding their occupation and any recent moves related to their occupation during the registration process which, when answered in the affirmative, generate a notification email to be sent to the Migrant Education Specialist to determine student potential eligibility for services under the Migrant Education Program. Teachers of migrant students are asked at regular intervals to complete an assessment to determine students' educational and personal needs.</p> <p><b><u>Homeless Students</u></b> The educational needs of homeless students are assessed as homeless students are identified throughout the school year by teachers and school-based homeless liaisons using classroom grades, attendance, test scores and teacher observations as evidence of need. EHCY grant funding is used to meet the identified needs.</p>	
<p>12. A description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools.</p>	<p>The Barrow County School System does not have any targeted assistance schools.</p>	
<p>13. A general description of the instructional program in the following:</p> <ol style="list-style-type: none"> <li>a. Title I schoolwide schools,</li> <li>b. Targeted assistance schools,</li> <li>c. Schools for children living in local institutions for neglected or delinquent children, and</li> <li>d. Schools for children receiving education in neglected and delinquent community</li> </ol>	<p>The Instructional Program in:</p> <p><b><u>Title I Schoolwide Schools</u></b> Each school in Barrow County is a school-wide Title I program. Each school-wide program operates under the umbrella of a comprehensive reform model and/or school improvement model. The elementary schools utilize and participate in initiatives that emphasize the early identification of students at risk for not completing high school and develop strategies to keep students engaged and on track for graduation. Learning Focused Schools is a program that uses data driven best practices and strategies along with walkthroughs to improve student achievement. The district utilizes Instructional Frameworks for each content area based on the Learning Focused Schools model for instruction. New employees are trained in the use of the Frameworks each year. Professional Learning Communities have been implemented at all schools through common planning time. Three of our elementary schools recently participated in the Governor's Office of Student Achievement (GOSA) Reading Mentor Program (RMP). The goal of this initiative was to enhance the educators' use of effective literacy resources, formative assessment data, and instructional practices to accelerate student learning and to support on-going efforts for student proficiency in reading. The Reading Mentor who works with the schools helps develop and support program literacy strategies including, but not limited to, the use of literacy centers, differentiated reading instruction/box instruction (Walpole and McKenna), formative assessment driven instruction (DIBELS Next), and data-based goal-setting. Most of the program literacy strategies such as the use of literacy centers/reading workshop/the daily five, differentiated reading instruction/box instruction</p>	

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

<p>day programs, if applicable.</p>	<p>(Walpole and McKenna), and the formative assessment driven instruction (DIBELS Next) are now in use at our other five elementary schools. Schoolwide Title I programs at each of the fourteen eligible schools are unique and were developed based on the results of each school's comprehensive needs assessment. Student needs drive the employment and placement of personnel. The principal serves as the instructional leader and involves parents and the leadership team in program development. Title I funded personnel in the schools include Instructional Coaches, classroom teachers, computer lab teachers or assistants and instructional paraprofessionals. Each school's Title I plan is updated annually and is used to drive expenditures and coordinate with other state and locally funded programs such as the Bright from the Start Pre-K program, the Early Intervention Program, ESOL programs, EHCY, and special education.</p> <p><b><u>Targeted Assistance Schools</u></b> The Barrow County School System does not have any targeted assistance schools.</p> <p><b><u>Neglected and Delinquent Programs</u></b> The Barrow County does not have any programs that serve neglected and delinquent students.</p>	
<p>14. A description of the services the LEA will provide homeless children who are eligible to receive services under applicable federal programs. The description should include the following:</p> <ol style="list-style-type: none"> <li>a. An assessment of the educational and related needs of homeless children and youths;</li> <li>b. A description of the services and programs for which assistance is sought to address the needs identified;</li> <li>c. A description of policies and procedures, consistent with section 722(e)(3), that the LEA will implement to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youth.</li> </ol>	<p><b><u>Assessment of Educational and Related Needs</u></b> School-based homeless liaisons have been identified at each school to assist the system-level homeless liaison in monitoring the progress of homeless students.</p> <p><b><u>Description of Services and Programs</u></b></p> <ul style="list-style-type: none"> <li>• Staff members are trained on effective strategies for identifying and serving homeless students. A form is used as part of the registration paperwork to enhance our ability to identify homeless students at the earliest possible point in time.</li> <li>• The system's homeless policy strengthens efforts to identify and serve homeless students. This policy is reviewed annually to ensure on-going relevancy.</li> <li>• Whenever a student is identified as possibly being eligible for MVP services, this information is sent to the Lead School Social Worker who serves as the Homeless Liaison for the school district. The Homeless Liaison makes the official determination on the eligibility status of the student and notifies school nutrition, school-based MVP liaison, MVP Services Coordinator, School Nutrition Director, School-based Liaison and School Social Worker of the eligibility status.</li> <li>• MVP students who are found eligible for special education services will be provided IEP services. The MVP Services Coordinator will coordinate the assessment of MVP student needs and work with appropriate staff to address the identified needs.</li> <li>• Homeless MVP students are provided transportation to attend their school of origin to prevent disruption to the student's education. These students are eligible for all Title I services on the same basis as other students in a school-wide or targeted assistance program.</li> <li>• No special programs for homeless MVP students are funded by Title I; however, funding is reserved to purchase necessary school supplies, tutoring, and/or books as needed.</li> <li>• A local MVP leadership group has been established to guide the efforts described above.</li> </ul> <p><b><u>Policies and Procedures to Ensure Students Are Not Isolated or Stigmatized</u></b> Barrow County School System staff refer to homeless students as MVP students (the McKinney-Vento Program) to guard against possible stigmatizing effects of using the term homeless. The term homeless has been removed from the school system vocabulary and is being replaced by MVP.</p>	

# Barrow County School System

## Comprehensive LEA Improvement Plan (CLIP)

### FY2016

15. In completing this section you should review the parental involvement strategies already defined in your LEA's parental involvement policy.

**Involvement of Stakeholders in CLIP**

A. The Barrow County School System's (BCSS) Improvement Plan process involves reviewing data and gathering input from all stakeholders. All parents and community stakeholders are invited to review the CLIP. First, an invitation to participate in a meeting to review and revise the CLIP is posted on the district website and in the local newspapers. In addition, an email and phone call is placed to all parents for which the district has email addresses and phone numbers on record inviting them to the meeting. Each spring, schools conduct a Comprehensive Needs Assessment Stakeholder meeting, inviting all parents, community members, the School Governance Team, teachers, paraprofessionals, and administrators. Second, the draft CLIP is posted on the district website and made available in hard copy and stakeholders were encouraged to provide feedback via phone, email, online form, or a face-to-face meeting. In this way, all parents and community members have the opportunity to participate in planning. Representatives from all of the previously mentioned group's participated in meetings to provide input in the revision of the CLIP.

**Involvement of Parents in System Parent Involvement Plan and 1% Set Aside**

B. The BCSS takes the following actions to involve parents in the joint development of its district wide parental involvement plan and the expenditure of the 1% set aside for parental involvement under section 1112 of the ESEA:

- Shares the current year's plan and obtains parent input through discussion or use of feedback forms regarding revisions to the plan and use of parent involvement funds in the following places: at district parent events; on the district's website and school websites; in the district's Parent Resource Center.
- Uses multimedia distribution (*ParentLink*, flyers, newspaper articles, school newsletters and district/school websites).
- Collects input from parents via the spring parent survey and during parent meetings where the purpose of the meeting is to discuss the plan or it is an agenda items for another meeting.
- Parents can give verbal and/or written feedback as part of workshop evaluations and during Title I parent meetings and activities.
- The plan will be displayed with feedback forms in the district and school Parent Resource Centers or front offices. Hard copies of the plan with feedback forms will be available for parents to take home for review as requested.

**Support to Schools on Implementing Effective Parent Involvement Activities**

C. The BCSS will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

- Host district meetings for school level administrators, Title I staff and Parent Involvement Coordinators in order to review Title I parent involvement requirements and offer professional learning on topics such as parent engagement strategies and building parent capacity.
- Review individual school plans and parent involvement documentation in order to maintain compliance with federal regulations and state guidance and to show they were developed jointly with parent input.
- Identify a parent involvement contact person at each school.

**How the System Will Build School and Parent Capacity for the Six Shalls**

D. The BCSS will build school and parent capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the schools involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

	<ol style="list-style-type: none"> <li>1. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph: the State’s academic content standards; the State’s student academic achievement standards; the State and local academic assessments including alternate assessments; the requirements of Part A; how to monitor their child’s progress, and how to work with educators. To do so, the district office will: make materials related to the topics available to parents on the district website and/or in print format in the PDC Parent Resource Center; provide brochures that explain standards in a simple format; provide technical assistance to the schools to help maintain compliance with Title I, Part A.</li> <li>2. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: conducting parent workshops on topics that will help parents work with their children to improve academic achievement at the schools providing print materials in multiple languages, to the extent practicable in the district Parent Resource Center (ex. brochures, handouts, newsletters) to help parents work with their children to improve academic achievement; providing online resources to help parents work with their children to improve academic achievement; making parents aware of adult literacy classes for beginning adult readers, GED preparation and ESOL for adult learners as needed; instructing parents in the use of internet resources available to them from the BCSS such as Parent Portal.</li> <li>3. The BCSS will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: providing professional development for administrators and school personnel; educating school parent involvement coordinators about the challenges faced by parents with limited English language proficiency, parents of migrant children, and parents of homeless children in supporting student learning at home; educate school administrators and parent involvement coordinators about the challenges faced by parents with limited English language proficiency in supporting student learning at home.</li> <li>4. (E) The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Early Head Start, Babies Can’t Wait, and State-funded preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: sending district parent workshop information to preschool programs to share with parents of preschool children; providing information about parent involvement activities and programs to preschool programs to include in newsletters and other parent communications used by those programs; advertising the district Parent Resource Center located at 179 West Athens Street, Winder, GA open from 8:00 a.m. until 4:00 p.m. when school is in session in order that parents of preschool children may utilize the academic resources found there.</li> <li>5. The BCSS will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: Use Parent link to distribute information by phone and email; Post flyers and send flyers home with students via folders and agendas; Flyers will be created in simple, family-friendly language; Post information on school marquees and on scrolling television monitors; Provide interpreter as needed for parent meetings and workshops; Utilize simultaneous interpretation equipment with headsets for parents who need live interpretation; Provide information in multiple languages, to the extent practicable; Utilize the LEA translator to create Spanish versions of information; Utilize Language Line as needed. Inform parents of methods of communication used by the school so parents will know where to find parent event notices.</li> </ol>	
--	---	--

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

6. The BCSS will seek input from parents to determine other support needed using annual parent surveys, plan feedback forms, workshop feedback allowing parents to make suggestions, verbal feedback, and email. Parents have suggested the following for the 2014-2015 school year: Conduct district parent workshops and meetings at multiple times in order that parents can attend during the day or evening as their schedules permit; Provide contact information for workshop and meeting leaders so parents can follow-up with questions and comments at a later date; Provide parents with feedback forms at the end of workshops to inform the district of other Title I workshops and trainings they would like; Post beginning and ending time of workshops so parents can plan adequately; Notify parents of activities using a variety of contact methods: email, flyers, calendars of events, texts, phone calls, weekly folders, website notices, etc.; Provide resources and training to support parents with limited English language proficiency to support student learning at home. Provide resources and training to support parents with limited English language proficiency to support student learning at home.

**Efforts to Coordinate Parental Involvement Strategies With Other Community Based Preschool Programs**

- E. Title I schools coordinate and integrate parental involvement strategies to assist with transition of participants to local elementary school programs currently operating in the local area. Examples of programs and activities include:
- The Georgia Pre-K Program is housed in each of the elementary schools in Barrow County. School leaders attempt to involve these parents in activities to assist students in transitioning to Kindergarten.
  - All Barrow County parents who have a child entering kindergarten are invited to attend a Transition to Kindergarten parent meeting that is held at each school in May.
  - A Pre-School Program Specialist position was created to better help integrate *special education* students into the school environment as well as help parents and students gain the support and resources necessary to be successful. The Pre-School Program Specialist works closely with Babies Can't Wait as well as the local Head Start agency.
  - The district utilizes *IDEA funds* to hire additional support staff and provide additional resources to serve both Pre-School community-based and Pre-School site-based students with disabilities. The Pre-School Program Specialist and the Pre-K Director work closely together using the Pre-K RTI process to help identify the needs of students early who are transitioning into the Pre-K Programs in Barrow County.
  - Schools schedule visits for Head Start students and parents in the spring of the year prior to enrollment in the public school kindergarten program. Schools schedule visits for students and parents from local pre-schools in the spring of the year prior to enrollment in the public school kindergarten program.

**Conduct and Use Data from an Annual Evaluation**

- F.-G. The BCSS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the system parental involvement policy in improving the quality of its Title I, Part A schools.
- The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
  - The BCSS will use the findings of the evaluation about its parental involvement plan and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement plans.

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

- Parents will be notified in multiple ways by the LEA and individual schools to participate in a parent survey each spring. The survey will be available in multiple ways such as electronically on websites, by email and as a hard copy.
- Parents will have opportunity to review and evaluate the content and effectiveness of the plan: during meetings called for that purpose; during parent events when time will be set aside to review the entire plan or a portion of the plan; by reviewing and giving input on the plan displayed on the LEA website; by reviewing and giving input on the plan displayed in the Parent Resource Center or office. LEA will use this input to make improvements during the current year and to revise the plan in the upcoming year.

**Involvement of Parents in Schoolwide Activities**

- H. Each Title I school has someone whose responsibilities include preparing newsletters, involving parents in school activities and disseminating information to parents on a regular basis. At the central office registration site, a parent resource center has been established that includes brochures in both English and Spanish on topics of interest to parents. Barrow County School System employs a Title I Family Engagement Specialist who works to involve families of Title I students in their child's education.

**Special Education Students**

Barrow County School System Special Education Department participates in the parent mentor project by utilizing IDEA funds to provide for a part-time parent mentor position. The primary responsibility of the parent mentor is to cultivate a stronger local education agency relationship with parents and community members and to help increase student achievement. The parent mentor offers workshops to parents to discuss topics to support students and parents several times a year. A parent survey is sent to families of SWD to evaluate parents' perceptions of services children receive. The special education director and parent mentor coordinator host a stakeholder's meeting annually to get input. A GCIMP Committee meets to provide guidance in the development of goals that go into the System Improvement Plan. The Special Education Parent Mentor and Special Education Transition Coordinator will provide community outreach and specific trainings for families of special needs students. The Special Education Director will hold informational meetings with parents of students with special needs. The focus for these parent meetings will be high school graduation and what it takes for SWD to earn a regular high school diploma.

Instructional Technology Services department of Barrow County School System provides all technical support and assistance when needed or required by schools. Parents are involved in Consolidated Application review, Red Ribbon Week activities, School Governance Teams, and school/community workshops.

**Title II, Part A**

***Internal and external stakeholders are involved in the planning process to accomplish the annual needs assessment:***

Last spring, each school conducted a Comprehensive Needs Assessment Stakeholder meeting at the school, inviting parents, community members, the School Governance Team, teachers, paraprofessionals, and administrators. According to meeting minutes and sign-in sheets, all schools had teachers, paraprofessionals, administrators, support staff, parents, community members, and school governance team members represented. To help principals prepare for these stakeholder meetings, they were provided with a needs assessment timeline, meeting invitations in English and Spanish, a PowerPoint presentation for the stakeholder meeting, and templates for the agenda, sign-in sheet, and minutes. Parent, teacher, paraprofessional, and administrator surveys were administered in February. The results were filtered by school and sent to the principals to be

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

	<p>included with the data to be examined at the stakeholder meetings. Following the school stakeholder meetings, each principal shared the input provided by the stakeholders with the federal programs coordinators (including Title II-A) and the Parent Engagement Specialist. That information, as well as survey results compiled district-wide, were used as part of the data examined by the district-level Title II-A needs assessment committee in April to formulate the district's priority needs and equity plan. At this second stage of the needs assessment process, the Title II-A needs assessment committee included representatives from schools of higher education as well as additional representatives from other stakeholder groups. Stakeholders work together to prioritize needs for the coming year and to develop strategies to address those needs. Our Title I schools are each required to have a Title I Plan, which must address the recruitment of highly qualified teachers at those high need schools. Title I Plans are developed and approved by various stakeholder groups, including the school governance team, the PTO, and the school staff. All schools are required to develop a School Improvement Plan. Barrow County School System uses the Strategic Planning model for school improvement planning.</p> <p><b><i>Internal and external stakeholders are involved in the planning process to prioritize needs:</i></b></p> <p>Stakeholders who participate in the planning process include teachers, paraprofessionals, administrators, parents, community members, and representatives from higher education. Stakeholders engage in face-to-face collaboration to analyze data and review survey results. Stakeholders work together to prioritize needs for the coming year and to develop strategies to address those needs.</p> <p><b><i>Internal and external stakeholders are involved in the planning process to identify actions or strategies that contributed to the equity plan.</i></b></p> <p>Representatives from Piedmont College and the University of Georgia were included in the needs assessment process and contributed to the prioritization of needs for the coming year and to the development of strategies to address those needs.</p>	
<p>16. A description of the actions the LEA will take to assist its schools identified as Priority Schools, Focus Schools, and Title I, Part A Alert Schools.</p>	<p>The Barrow County School System does not currently have any schools identified as Priority, Focus, or Alert Schools. In the event that a school receives one of these designations, the following procedures will be followed.</p> <p>The Directors of Federal Programs, Elementary, and Secondary Education will meet with the Principal and school leadership team of any schools designated as Priority, Focus, or Alert Schools to discuss the school improvement plan and develop plan revisions, including the development of a Flexible Learning Program, if required. The Director of Federal Programs will coordinate technical assistance from state (DOE), RESA, GLRS, private organizations and other government agencies. The LEA, along with the school's leadership committee will meet to discuss the previous year's school improvement plan in order to make revisions and develop new strategies and interventions for the next year. Professional learning activities that address the specific reason(s) that caused the school to be designated as Priority, Focus, or Alert will be provided for system and school leadership and school staff. School level personnel such as academic coaches, assistant principals and the principal will monitor the implementation of the school improvement plan. Some of the strategies that are used to monitor the implementation are reports by principals, written surveys, state assessment data, a balanced scorecard and visits from DOE and RESA personnel. The DOE provides a school improvement fieldbook and training for system and school guidance. Schools use the Georgia Keys to Quality as a guide for day to day operation and in all school improvement activities.</p>	

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

<p>17. A description of the actions the LEA will take to implement Flexible Learning Program (FLP) for schools identified as Priority Schools, Focus Schools, and (where applicable) Title I, Part A Alert Schools.</p>	<p>The Barrow County School System does not have any schools designated with a Priority, Focus, or Alert School status. In the event that a school is designated as a Priority, Focus, or Alert school and a FLP is required, the following procedures will be followed:</p> <ul style="list-style-type: none"> <li>● The Title I Director will obtain the latest information at the GaDOE Title I Conference in June.</li> <li>● Support personnel from the central office (Title programs, professional learning, secondary education etc.) will work with school leaders and teachers to develop a GaDOE approved FLP plan.</li> <li>● The district will collaborate with the school to ensure that all parents are given an opportunity to provide input on the FLP plan.</li> <li>● The district will support the school to ensure that all parents receive a written notification about the school's designation and the FLP.</li> <li>● The district will provide ongoing support to the school during the implementation phase of the FLP and conduct focus walks throughout the FLP to ensure that the program is on course to meet stated objectives.</li> <li>● The district will ensure that all documentation and reports are maintained to demonstrate compliance with Title I guidelines.</li> </ul>	
<p>18. A description of how the LEA will ensure that teachers and paraprofessionals meet the highly qualified requirements in Title I section 1119, <b>QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS.</b></p>	<p>The Barrow County School System will ensure that all teachers and paraprofessionals meet highly qualified requirements through the following:</p> <ul style="list-style-type: none"> <li>● Constantly monitoring the Highly Qualified status of all teachers and paraprofessionals employed by the district.</li> <li>● Using Title II Part A funds to reimburse teachers for taking certification exams and/or to pay the cost of coursework necessary to achieve highly qualified status.</li> <li>● Principals in Title I schools complete a Letter of Attestation each school year indicating that all teachers are currently highly qualified.</li> <li>● Notification to all families at the beginning of school and to new enrollees that describe the definition of highly qualified and outline for parents how teacher qualifications can be requested.</li> <li>● In the event that the Barrow County School System has a teacher or paraprofessional who is not highly qualified or who does not hold a clear renewable certificate, an individualized remediation plan to become highly qualified or to obtain a clear renewable certificate will be completed and monitored.</li> </ul> <p><b><u>Highly Qualified ESOL Teachers</u></b> During the application and interview process, the Barrow County School System ensures that all teachers in English language development programs for English Learner students are fluent in English. Fluency in English is determined through completion of coursework, certification tests, and the oral and written components of the hiring process.</p> <p><b><u>Highly Qualified Special Education Teachers</u></b> Efforts are being made at the district level to ensure that teachers of students with disabilities are content certified as well as certified in their specific disability area of instruction. IDEA funds will be used to reimburse Special Education teachers at the high school level who become Highly Qualified in any core content area so that course offerings will increase. The Special Education Director works very closely with principals during the hiring process to ensure special education teachers are highly qualified for the position in which they are hired.</p>	
<p>19. A description of how the LEA will provide training</p>	<p>Professional development is designed to improve student achievement by meeting the content and pedagogical needs of teachers. It is standards based, data-driven, and job-embedded. Numerous high quality professional learning opportunities offered by NEGA RESA and by Barrow County are funded using Title II-A to address stated needs. Federal funds and</p>	

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

<p>and/or incentives to enable teachers to:</p> <ol style="list-style-type: none"> <li>a. Teach to the needs of students, particularly students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency;</li> <li>b. Improve student behavior in the classroom;</li> <li>c. Involve parents in their child's education; and</li> <li>d. Understand and use data and assessments to improve classroom practice and student learning.</li> <li>e. Become and remain technologically literate.</li> </ol>	<p>Professional Learning funds are only directed at those professional learning activities that are ongoing, sustainable and evidence based.</p> <p><b><u>Title II-A Funds</u></b> Title II-A funds are used to support differentiation; retention and development of effective teachers and leaders; core content instruction (reading and writing across content areas, math, English language arts, social studies, science); gifted endorsement; RTI; instructional technology; SPED; assessment; and recruitment of Highly Qualified teachers. Training is provided during designated professional learning days, during the summer, after school, and through release time. Professional development is job-embedded, and skills and knowledge are acquired through collaboration in professional learning communities. Common planning is an important avenue for sustaining professional learning communities.</p> <p><b><u>Disadvantaged, At-Risk, and Students With Disabilities</u></b> Title I and IDEA funds are used in eligible schools to supplement state professional learning funds and are targeted to professional learning activities directly related to the achievement of students in the individual school. Schools have received training in utilizing data to drive instruction and have utilized time to develop common assessments. Schools analyze data from both formative and summative assessments to determine student needs. During the Comprehensive Needs Assessment, teachers, administrators, and paraprofessionals are surveyed, and stakeholders review other pertinent school data to identify what professional learning activities are needed. All teachers are organized into professional learning communities within the school where a study of student needs and a review of data are ongoing.</p> <p><b><u>Students With Limited English Proficiency</u></b> Staff members are trained how to use web-based tools, such as Google Translate, to promote the engagement of parents of students with limited English proficiency. Translation and interpretation services are provided to parents at no cost when needed. Funds are also utilized to support the training of school personnel in supporting the needs of ELs. Ongoing training and support has been provided on SIOP and Instructional Conversations. Training is also provided to staff members on understanding the ACCESS for ELLs language proficiency assessment and using data from this assessment to improve classroom practice and student achievement.</p> <p>Professional learning for special education and general education staff include: providing accommodations and differentiation in general education classrooms, non-violent crisis intervention trainings and co-teaching trainings, specialized instruction training for special education teachers, CGI math training, updates in Federal and State Board Rules for Special Education, Voyager Math and READ 180. The special education parent mentor and special education transition coordinator work with multiple students and families to increase engagement in the development of successful IEPs, positive behavior strategies, and effective transition plans. Resources will be purchased to allow for multiple book studies related to the differentiation, assessment, core content instruction, and technology. Professional learning will also be provided to support the implementation of Positive Behavioral Interventions &amp; Support in all schools.</p> <p>In order to ensure that teachers understand and employ differentiation strategies to meet the diverse needs of learners, administrators observe in classrooms both informally and using the Teacher Keys Effectiveness System. Peers also observe one another and offer suggestions for differentiating instruction. Teachers have numerous other opportunities for training to meet the diverse needs of their students including Gifted Endorsement, ESOL Endorsement, SIOP, Instructional Conversation, Response to Intervention, and effective uses of technology. Strategies to meet the needs of a diverse population of students are</p>	
--	--	--

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

	<p>also integrated into other professional learning, such as TKES Performance Standards training. Each school also offers professional learning specific to the needs of their student population, including inclusion strategies.</p>	
<p>20. A description of how the LEA will develop a three-year professional learning plan that will be included in the LEA Comprehensive System Improvement Plan according to the requirements in Rule 160-3-3-.04 <b>PROFESSIONAL LEARNING.</b></p>	<p>The professional learning plan implementation guidelines of the Georgia Standards for Professional Learning are utilized:</p> <ol style="list-style-type: none"> <li>1. Create a shared vision</li> <li>2. Create a context conducive to change</li> <li>3. Assess the current level of implementation</li> <li>4. Craft time for professional learning</li> <li>5. Plan high quality professional learning</li> <li>6. Evaluate the impact of professional learning</li> </ol> <p>The Professional Learning Advisory Committee, which consists of representatives from all schools and the central office, works with the Professional Learning Coordinator to plan, review, and assess professional learning for Barrow County certified personnel. Professional Learning in Barrow County is standards based, results-driven, and job-embedded. It is designed to improve student achievement by enhancing teacher content expertise and developing appropriate pedagogical skills. Professional Learning needs are assessed during the Comprehensive Needs Assessment process. Student achievement data, graduation data, and performance data are analyzed, and desired outcomes are stated. The Professional Learning Coordinator and the Professional Learning Advisory Committee review the combined data to develop plans for professional learning that are both school and system based. Once plans are designed and approved by the committee, the focus becomes the implementation of quality professional learning. Evaluations of professional learning training sessions and the analysis of the evaluations are ongoing. Adjustments in content and skills to be addressed are continuous. Assessing, applying, and sustaining content knowledge and skills that educators need to improve student learning are priorities. High quality professional learning is available to all certified staff and professional learning opportunities are disseminated through school representatives that serve on the Professional Learning Advisory Committee.</p>	
<p>21. A description of the activities that the LEA will carry out with program funds, including professional learning for teachers and principals and how their activities will align with challenging state academic standards. The description should outline the LEA professional learning programs and sources. The LEA professional learning programs should be consistent with nationally established criteria for</p>	<p>Professional Learning in the Barrow County School System is driven by the need to improve student learning. The goal areas, performance objectives, performance measures, units of measure, and strategies of the District Improvement Plan outline the system plan. The District Improvement Plan is a living document resulting from needs assessments, analysis of student performance data, and the collaboration of stakeholders. Student achievement is the impetus for the plan, and high quality professional learning in which educators are actively engaged on a daily basis is the vehicle by which they grow, develop professionally, and perfect skills needed to generate student learning. Because the primary focus is on student achievement, assessment strategies and uses, data analysis, and data-driven instruction continue to be emphasized. With the emphasis on the development of a community of learners, training will continue to focus on effective and consistent implementation of the data team process in all schools. Each school will develop a school-based professional learning plan that is aligned with its school improvement plan and designed to support teachers in addressing the specific needs of the school and its student population as determined by the Comprehensive Needs Assessment process. Specific training is offered to improve content and pedagogical skills of core content teachers. Classroom management, student engagement techniques, and working with children from poverty are just a few of the areas that continue to be addressed.</p> <p>Additional professional learning will be provided to support teacher development and effectiveness as measured and supported by the Teacher Keys Effectiveness System. Response to Intervention (RTI) is another priority focus for professional learning in order to help teachers more effectively use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. All K-2 teachers will be trained in</p>	

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

<p>quality professional learning, with such characteristics as incentives, self-directed learning, and authentic connections to actual work.</p>	<p>Differentiated Reading Instruction resources. Boxed instruction lessons by Walpole and McKenna will be used in K-2 as Tier II instruction. These lessons will provide additional small-group instruction targeted to address student's needs in the area of phonological awareness. Instructional technology training is and will continue to be delivered by BCSS experts, teacher leaders, and contracted professional trainers. Project-based courses that emphasize the integration of Web 2.0 tools and student application of 21st Century skills will be offered online, some of which can be completed independently. Paraprofessionals also actively engage in training to improve their skills. All BCSS paraprofessionals have access to online targeted professional learning through The Master Teacher's ParaEducator PD NOW! program, funded by Title II-A. To address the diverse and specific needs of all students, training in strategies for effectively teaching and understanding multicultural classes and the students with special needs will continue to be offered. With a continued focus on effective differentiation, gifted endorsements, ESOL endorsements and training such as SIOP and the Instructional Conversation pedagogy, AP training, SPED and inclusion training will be conducted using Title II-A and Title III funds. Training will continue to focus on improving teacher implementation of CCGPS and development of common formative assessments. Barrow County, while partnering with Northeast Georgia RESA, The University of Georgia, and Georgia Tech, actively and collaboratively works toward school and system improvement. As the population of Barrow County increases, the diversity in its population broadens. A primary goal of Barrow County Professional Learning is to offer diverse training to meet the needs of its constituents while keeping the focus on student learning and student achievement. Title I and Title II A funds are used at eligible schools to provide professional learning opportunities based on the needs assessment and improvement goals aligned with the school and the system's improvement plans.</p> <p><b><u>Special Education</u></b> Special Education teachers will receive training in specialized instruction to ensure our students with disabilities are getting the instruction they need to make progress and meet grade level standards. GAA results and data disaggregation will be utilized to provide continued training for Special Education teachers to foster competencies with the Georgia Alternate Assessment and alignment of the standards. In addition, they will be trained and monitored in portfolio development through the Testing Coordinator and Special Education staff. GAA teachers will also be trained on how to better align grade level standards with the specific abilities of their students.</p> <p><b><u>Safe and Drug Free Schools</u></b> The GSHS II Needs Assessment will be used to develop programs and/or services for school personnel and students in order to maintain safe and drug-free schools. Most recent survey data will be used to revise these programs and services. 100% of the professional learning opportunities for the previous school year were research and scientifically based and were high quality as indicated by supporting PL evaluation forms.</p>	
<p>22. A description of how the LEA will notify private schools of availability of funds to serve eligible children in each applicable federal program.</p>	<p>The Federal Programs Director drafts a letter that includes information about all federal programs (including IDEA) for distribution to all private schools in Barrow County as well as any private schools outside of Barrow County attended by Barrow County students. The letter notifies private schools of a meeting date and agenda for the purpose of offering services for federal programs. The letters invite private schools to consult regarding the availability of funds and are sent in October of the year preceding the fiscal year. The letters are sent registered mail and receipts and return receipts are kept on file. Program director and coordinator(s) will make additional efforts to consult with private schools. Should a private school choose to consult, the Federal Programs Director and/or program coordinators will meet with officials from each private school individually to discuss student needs.</p>	

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

<p>23. A description of the process the LEA will conduct annually to review and revise the LEA Comprehensive Plan for Improving Student Academic Achievement.</p>	<p>The Barrow County School System's strategic planning process and review of the District Improvement Plan involves reviewing data, gathering input from stakeholders, and revising the plan annually. Stakeholders include government representatives, Board of Education members, school representatives, parents, teachers, administrators, students, and community-based organizations/businesses. All parents and community stakeholders are invited to review the CLIP in a couple of ways. First, an invitation to participate in the review and revision of the CLIP is posted on the district website and in the local newspapers. Second, the draft CLIP is posted on the district website and made available in hard copy and stakeholders are encouraged to provide feedback via phone, email, online form, or face-to-face meeting. In this way, all parents and community members have the opportunity to participate in planning.</p> <p>Five levels of evaluation will be used to assess professional learning for effectiveness:</p> <ol style="list-style-type: none"> <li>1. participant reaction</li> <li>2. participant learning</li> <li>3. organizational support</li> <li>4. participant use</li> <li>5. student impact</li> </ol> <p>Data will be gathered from training evaluation forms, needs assessment forms (annual surveys), and standardized test data to determine professional learning's impact on student learning. The Professional Learning Coordinator will utilize input from the Teaching and Learning Department and will work collaboratively with the Professional Learning Advisory Committee to compile and analyze the data to determine effectiveness. The committee members and relevant personnel will be mindful that the implementation of new classroom teaching strategies or innovations may not indicate gains for three to five years after consistent and appropriate teacher and student performance.</p> <p><b><u>Special Education</u></b></p> <p>The Special Education Department meets regularly to review relevant achievement data, student indicators and to set goals and strategies that align with the state performance standards. Additionally, the Special Education Director participates in collaborative community meetings to ensure written policies and procedures are in place. The Special Education Department formed stakeholder groups in the areas of identification process, services and supports, college and career readiness, student progress and parent engagement to support compliance. The Special Education Director along with other special education staff members attend the spring GaDOE leadership conference in order to obtain strategies and information that will provide assistance in identified areas of the state performance plan indicators. Barrow County participated in the statewide LRE initiative to increase the amount of time SWD are spending in the regular classroom. This two-year initiative involved a consultant working with district leadership, building administrators and teachers on scheduling and maximizing FTE and greatly improved the percentage of students being served in the regular classroom.</p> <p>The GSHS II Needs Assessment will be conducted on an annual basis with data used to refine, improve and strengthen services for students and school personnel.</p>	
<p>24. A description of how the LEA will provide supplemental support services for advocacy and outreach activities for</p>	<p>The Barrow County School System works with the GaDOE MEP Region 1 Office to identify, recruit, and serve the needs of our migrant students. The Language Evaluation/Migrant Specialist (LEMS) and Family Engagement Specialist (FES) serves as a liaison between the school system and migrant families in order to facilitate effective communication and the timely identification of individual education, health, nutrition, and/or social services needs. For example, the LEMS will work with parents to complete the necessary forms required for student dental care provided through the Help A Child Smile mobile dental program.</p>	

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

<p>migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.</p>	<p>The LEMS will also collaborate with community agencies and programs to connect families to other resources as needed. Additionally, the LEMS will coordinate and conduct Parent Advisory Council (PAC) meetings with migrant parents throughout the year. The multilingual skills of the LEMS will enable the school system to effectively communicate with families in languages other than English if needed. The LEA will include MEP children and youth in other federal funded and local programs such as Title I workshops and 21<sup>st</sup> century local grant-funded program and maintain written documentation of these services as they are planned for and subsequently provided. The LEA will coordinate services with local agencies and the LEMS will document all of these services provided to MEP children and youth on local files (SIS electronic notes) and State forms such as the Supplemental Services form. Such services may include Head-Start, Social Security, Barrow County Food Bank, Holiday Connections, Help-A-Child-Smile, and more. The LEA will document services to migrant preschool children and non-enrolled youth using a LEA written report updated monthly showing all contact and services provided these MEP children and youth. The documentation will be printed and maintained in the files of the Migrant Education Specialist. The Migrant Education Specialist will observe and evaluate services on an ongoing basis and maintain appropriate written documentation. In addition, an annual Evaluation of Implementation Plan will be completed and submitted to the State DOE Migrant Education offices for each Implementation Plan.</p>	
<p>25. A description of how the LEA will promote interstate and intrastate coordination of services for migratory children, including how the LEA will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another.</p>	<p>The Barrow County School System requests student records at the time of registration for any student enrolling in a Barrow County public school. Records for students transferring to other schools are sent upon receipt of a records request from the receiving school. Parents may also request records at any time. The Language Evaluation/Migrant Specialist (LEMS) will assist other school personnel in securing records for migrant students in a timely fashion. Barrow County utilizes and promotes available interstate and intrastate services that are available through the state and federal Migrant Education Program (such as MSIX). The Barrow County School System uses system-level centralized registration to process students who are new to the county. We also have designated registrars at each school who follow up on these records requests if the student's records are not received in a timely fashion. Homeless (MVP) students are immediately admitted to school without the regularly required school records while the homeless liaison or designee (school social worker) works with the family, previous educational system and other interstate and intrastate services and resources to secure the needed records in a timely fashion. Records for students transferring to other schools are sent upon notification or request from the receiving school. Parents may also request records at any time. The Barrow County School System staff also works closely with the Region 1 GADoE Migrant Education Department to identify, recruit, and utilize all possible resources for migrant eligible students and families. Certified staff members with responsibility for evaluating transcripts have been trained in evaluating foreign transcripts.</p>	
<p>26. A description of how the LEA will identify and recruit eligible migrant families and youth moving into or currently residing in the district.</p>	<p>Local Identification Recruitment Plan has been uploaded to the attachments tab.</p>	
<p>27. A description of how the LEA will provide resources for the purpose of establishing best practices that can be widely replicated throughout the LEA and</p>	<p>Professional Learning funds will be provided for training that adheres to the National Staff Development Council's standards that stress best practices. Funds are provided for release time for teachers to participate in professional learning, substitutes for the release time, travel for professional learning purposes, professional and technical service fees and expenses for instructors and consultants, instructional equipment for professional learning purposes, training materials and supplies, stipends, and reimbursement for expenses while attending workshops or courses approved by the Professional Learning Advisory Committee. The use of federal funds for professional learning is only allowable if activities are evidence based and represent best practice. Title I schools meet on a regular basis to discuss initiatives at each school and the impact these initiatives are having on student</p>	

## Barrow County School System Comprehensive LEA Improvement Plan (CLIP) FY2016

<p>with other LEAs throughout the State and nation.</p>	<p>achievement. District-wide, schools are participating in implementing the Learning Focused Schools model, BCSS Instructional Frameworks, the Thinking Maps program, Write from the Beginning, 6 + 1 Writing Traits, Jane Shaffer Writing Program, and best practices for teaching EL students and students with disabilities (SWD). The district provides resources such as consultants, training manuals, and instructional materials. Schools utilize NEGA RESA as a resource to effectively implement these best practices. A resource list including, but not limited to information for AA, Advantage Behavioral Health (Mental Health), Family Counseling Services and Community Connection will be available to all personnel in the system and may be accessed through Barrow County's web site, school counselors, and school social workers. The Barrow County School System works with the Migrant Education Program to identify and serve the needs of our migrant students. Parents are asked to complete an Occupational Survey at registration which is given to the Migrant Education Specialist to determine student eligibility for services to migrant students. Teachers of migrant students are asked to complete an assessment to determine students' educational needs. All teachers and instructional support staff in the district have taken the LOTI survey. The results are used to identify needed areas of professional learning for technology integration. Targeted professional learning, based on the survey, is designed to address areas of need. Capitalizing on our Private Label Wikispaces, our Google Apps for Education domain and our local iPress Portal, professional learning sites and resource wikis are and will continue to be developed to support identified professional learning needs. Instructional staff have the opportunity to contribute, and all will be published publicly to benefit other LEAs.</p>	
<p>28. A description of how the LEA will take steps to ensure that all students and teachers have increased access to technology. Include the strategies to be implemented to increase or maintain access to technology and to establish or maintain equitable technology access.</p>	<p>The Barrow County School System's technology mission is to maximize the integration and use of instructional technologies to ensure an exceptional education for all students, foster local and global communication and collaboration, to create engaging learning opportunities, and to promote responsible citizenship. To accomplish this mission, the district takes the following steps:</p> <ul style="list-style-type: none"> <li>● Ensures equitable access to technology through well maintained inventory records.</li> <li>● Provides needs assessment-based professional learning opportunities in technology to advance the technology literacy skills of students, emphasize the Five Areas of Focus (effective written and oral communication; problem solving skills; critical thinking skills effective use of technology; and developing 21st Century Literacy Skills), and focus on the integration of current and emerging technologies.</li> <li>● Provides an educational environment in which technology enhances individual student achievement through real-world experiences and active learning.</li> <li>● Expands the use of video conferencing with experts, researchers, and college professors to extend the classroom learning experience, with an emphasis in science and math.</li> <li>● Replaces aged hardware in schools on a consistent replacement cycle to keep technology current and in good working order.</li> <li>● Explores new and existing educational technology resources to improve instruction; expand learning opportunities; differentiate instruction; and actively engage our students.</li> <li>● Offers administrators, teachers, students, and parents timely access to student information and progress;</li> <li>● Provides current, web-based information to inform the community of overall student requirements, performance, and achievement.</li> <li>● Extends access of school technology resources to the community.</li> </ul>	
<p>29. A description of the LEA's long-term strategies for financing technology to ensure that all students, teachers, and classrooms</p>	<p>Regular and consistent technology planning occurs as part of the system improvement planning process (Balanced Scorecard, CLIP), which involves stakeholders from across the district, parent representatives, and business leaders. The core planning team has representatives from the technology department, curriculum and instruction, special education, Title programs, ESOL, media, and professional learning. The system-level plan is evaluated and</p>	

**Barrow County School System  
Comprehensive LEA Improvement Plan (CLIP)  
FY2016**

<p>have access to technology, technical support, and instructional support.</p>	<p>updated annually to address student achievement, district services, and stakeholder engagement. The plan addresses how various initiatives, including technology, will be funded. Typically, technology purchases are accomplished using a combination of local (SPLOST, school) funds and Title funds (mostly Title I). Annual inventories are used to determine and update a plan for refreshing old and obsolete equipment on a rotating basis. In addition, survey questions on the annual Comprehensive Needs Assessment, administered to all stakeholders, are used to identify areas in need of improvement related to access, technical support, and instructional support. The system Instructional Technology Coordinator, in collaboration with members of the Teaching and Learning Department analyzes the data and develops plans for improvement accordingly. Schools also use the data to update their school improvement plans for the next school year.</p>	
<p>30. A description of how the LEA will evaluate the extent to which technology integration strategies are incorporated effectively into curriculum and instruction. Describe how the LEA will ensure ongoing integration of technology into school curriculum and instructional strategies so that technology will be fully integrated.</p>	<p>TKES evaluations SAM-R Model/walkthroughs</p>	
<p>31. A description of how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula (e.g., distance learning).</p>	<p>Georgia Virtual School (distance learning program) and Edgenuity are available to students to provide rigorous academic courses. Additionally, the Barrow County School System is capitalizing on IP-based video conferencing equipment, its Internet2 connection and relationship with professors of science and math to enrich and extend the classroom experience. Students have opportunities to remotely control lab equipment, perform experiments, and apply knowledge in real-world situations that the normal classroom is unable to provide. The system utilizes Google Apps for Education (GAFE) and the Google Classroom to provide platforms for collaborative curriculum development resource sharing, and the development and delivery of blended-learning courses for students. GAFE is also used to facilitate blended learning in a BYOT (Bring Your Own Technology) environment.</p>	