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

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

Each school in Polk School District analyzed individual testing data (CRCT, GHSGT, GAA, EOCT, Classworks, and Edgenuity) to determine academic needs for all subgroups of students for each school and district. This data analysis was conducted at the individual grade (or department) level, school level, and district level. Grade (or department) chairperson leads the analysis for their immediate group. Instructional Technology Coaches will provide all schools with assistance and modeling in instructional strategies for mobile devices. All schools in Polk School District will be classified as Schoolwide Title I, The grade (or department) chairs, along with the administrator, met together to determine school level needs, and the administrator’s and Director of Instruction met together to analyze the district results, needs, and trends.

Analysis Results: District CRCT - Math – Grades 3-8

Students with Disabilities is the subgroup requiring the most needed assistance for improvement in mathematics. The Instructional Team met to analyze programs and resources used with these subgroups. District CRCT – Reading – Grades 3-8

Students with Disabilities is the subgroup exhibiting the most need for the specified grade levels. The Instructional Team met to analyze programs and resources used with this subgroup. For the 2014-2015 school year, remediation will be offered during the school day through the use of tutors in the area of mathematics. Also, Remedial Math and Reading will be Connection Courses taught in the middle schools. Student Advisors will carefully monitor these subgroups and offer assistance/guidance. RTI (Response to Intervention) will be continued. The Director of Instruction for Polk School District examines and disaggregates the test results of all students and subgroups, as well as specifically including the Homeless population data, and presents these results in forums to the School Board, local school staff members, parents, and community. Results shared with staff members at the local school level are used for assessment, evaluation, and instructional planning for both individual and group needs. A primary goal of the Professional Learning Director is to effectively use the test results to enhance instructional strategies. In addressing this goal, the Professional Learning Director regularly schedules workshops and meetings to help staff members examine and use test results in student instruction. Polk School District completed the GSII survey 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 anger management, bullying and drug use based on the results of the spring GSII. Dual Enrollment opportunities are available to all students with a school within a school College and Career Academy at both high schools. Georgia Northwestern Technical college instructors are providing college courses to eligible students. Project SUCCESS, a collaboration between Polk School District, Georgia Northwestern Technical College, and the HON Company, is for eligible juniors that are interested in dual enrollment and work opportunities that encourage high school graduation while promoting
Parents, community, and business leaders, were all given the opportunity to give input on Federal programs in Polk School District. In May of 2014, Parent Involvement Coordinators (PICs), at each school, sent notices via the school website, the calling system, newspaper, text, and email notifications to request input from all stakeholders. The PICs also set up each school based computer lab to allow stakeholders the opportunity to take the survey at the schools. Paper copies were available in the Parent Resource Centers.

Analysis results: 81% of Stakeholders responded they were informed of their child’s progress. 77% indicated the school promotes family-school-community partnerships. 100% responded the district provided ways for them to be involved in their child’s academic achievement and that they feel welcome at their child’s school.

The Title I survey also indicated the following areas for improvement for 2014-2015: more information on ways to help parents in assisting their child with homework and study habits, helping parents understand the Common Core State Standards, and College and Career Readiness.

Polk School District conducts its annual Title II Needs Assessment in the spring of each year. The survey is open for all administrators, teachers, paraprofessionals, parents, and community members. The survey addresses the following equity components: highly qualified status of teachers and paraprofessionals, student access to experienced and effective teachers and leaders, teacher ability to meet the diverse needs of students, student access to comparable class sizes, and the retention and recruitment of highly qualified and effective teachers and leaders. In addition, input on areas in need of improvement is solicited from school and district leaders during the monthly administrative meetings and by email. Survey results are shared with all stakeholders. Parents, teachers, and community members are informed and input solicited during the annual spring Title I Parent Meeting. The district level administrative team reviews the survey results during the monthly administrative meetings. Decisions made on the area of focus are decided during the summer leadership academy.

Information is taken from the Title II Equity Plan HiQ data, Equity data, Professional Learning Needs Assessment, Class Size data, FTE data, Exit Surveys, and Polk School District's student information system Powerschool. This information, along with feedback from the principals, was used to answer the components of the needs assessment. The needs assessment addresses recruitment, retention, professional learning, class size reduction, non-HiQ teachers and paraprofessionals, equitable opportunities for all students in the areas of quality, experience and class size. School and system data, school improvement plans, and professional learning plans were also used in completing the assessment.

Based on the latest equity data from 2011-2012, the schools with the highest percentages of
low level teaching experience for the school year were: Rockmart High School at 10.2% and Eastside Elementary at 9.3%. We have 3 schools (Cherokee Elementary, Westside Elementary, and Rockmart Middle School) that have no teachers with less than 3 years’ experience. The average number of years of experience for the 10 schools range from 12.4 at Rockmart High School up to 16.1 at Westside Elementary. The Equity Technical Assistance (ETA) data shows little deviation from the state averages.

A careful review of the Polk School District Title II Equity Plan indicates the following needs in recruitment, retention, Professional learning and training for teachers, paraprofessionals, and school leaders, including meeting diverse student needs, HiQ status of teachers and paraprofessionals, and teacher experience. This data is used to determine the academic needs of its student body including the unique needs of students served.

a. Recruitment
   Polk School District continues to focus on recruiting only highly qualified personnel. Due to other districts having reduction in force in personnel, the district has no issues in recruitment.

b. Retention
   Polk School District attrition rate is below the state average in 9 out of 11 schools. Rockmart Middle is 2% higher retention rate. On the needs assessment teachers at Cedartown Middle School expressed a concern over having 6 new Principals in the past 10 years. This has been a concern shared with the Superintendent and Board of Education members.

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

   Polk School District test data shows a weakness in the area of math and technology with the sub-groups of Students with Disabilities and Economically Disadvantaged. The data from the Needs Assessment also supports this need. The results indicate teachers and paraprofessionals want additional professional learning in the areas of differentiated instructional strategies for the above mentioned subgroups (53.55% for Special Education and 51.91% for Economically Disadvantaged). The district provided professional learning on Co-Teaching, RTI, and Reading. Based on the results of the data, the district will offer additional training on effective Co-teaching, use of technology, and CCGPS math rigor. The Director of Professional Learning will collaborate with the Director of Special Education to plan professional learning to meet the teacher training needs to meet the diverse student needs.

d. HiQ status of teachers
   In 2013-2014, 100% of the teachers are Highly Qualified.

e. HiQ status of paraprofessionals
   In 2013-2014, 100% of the teachers are Highly Qualified.
f. Teacher Experience

Based on the latest equity data from 2013-2014 Mid-Year School Personnel Analysis, the schools with the highest percentages of low level teaching experience for the school year were: Rockmart High School at 25% of their new teachers having low experience. This was one out of 4 teachers hired. Westside Elementary had 20% of new teachers with low experience levels. This was one out of five new hires. Westside also had one teacher (2.27%) out of forty-three with low experience. We have two schools (Youngs Grove and Cherokee Elementary) who were 1.1% lower than the state average for experience levels. Seven of our 11 schools have no teachers with less than 3 years’ experience. The average number of years of experience for the 11 schools range from 12.4 at Rockmart High School up to 16.1 at Westside Elementary. Teacher training to meet diverse student needs

Polk School District test data shows a weakness in the area of math and technology with the sub-groups of Students with Disabilities and Economically Disadvantaged. The data from the Needs Assessment also supports this need. The results indicate teachers and paraprofessionals want additional professional learning in the areas of differentiated instructional strategies for the above mentioned subgroups (53.55% for Special Education and 51.91% for Economically Disadvantaged). The district provided professional learning on Co-Teaching, RTI, and Reading. Based on the results of the data, the district will offer additional training on effective Co-teaching, use of technology, and CCGPS math rigor. The Director of Professional Learning will collaborate with the Director of Special Education to plan professional learning to meet the teacher training needs to meet the diverse student needs.

g. Class Size

Polk School District survey results from parents, teachers, and paraprofessionals indicate class size is a concern of all three stakeholder groups. The district meets all state guidelines for class size; however, we did ask for and receive a waiver for plus 4 in all areas. The Title I Comparability report is also used by the district to ensure there are no class size equity problems.

The district has identified at least one equity indicator that will be a focus for movement to "target"

- Teacher preparation and ability to meet diverse needs of students

Polk School District plans to provide teachers with strategies, best practices, and coaching in the area of instructional technology to meet the diverse needs of students. The following strategies will be put in place: (a.) Increase from two Instructional Technology Coaches (ITC) to eight. (b.) ITC will provide teachers with coaching and modeling of best practices in engaging students, differentiation, and rigor and relevance in lessons (c.) professional learning provided by a certified Apple Trainer to provide teachers training on how to use the accessibility features in an iPad to meet the needs of students (d.) implement weekly professional learning communities at each school to promote collaboration in best practices for meeting the diverse needs of students. Observations as part of the full TKES
implementation will be used to determine the extent to which instruction is being
differentiated based on the diverse needs of the students. This data will be reviewed by the
school and district leadership teams to plan additional professional learning. In addition the
district will provide training in Gifted Endorsement, and the use of data from benchmark
assessments to guide instruction.

Based on the prioritized list of needs from the Title II Needs Assessment, Polk School
District plans to provide staff with professional learning in:

- Teacher preparation and ability to meet diverse needs of students to move our district
  from adequate to target
- Provide funding for PLC to support teachers in all schools where the test data reveal
  academic weaknesses in math and technology.
- Providing funding for Instructional Technology Specialists to coach and mentor teachers
  in all schools where test data reveal academic weaknesses in math and technology.
- Retention of Highly Qualified, effective teachers and administrators
- Maintaining 100% HiQ to keep the district on target

☑ Is Plan Descriptor Revised?

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

a. To determine the success of children in meeting the State student academic
   achievement standards, and to provide information to teachers, parents, and students on
   the progress being made toward meeting the State student academic achievement
   standards;

b. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable
   low-achieving children served under applicable federal programs to meet State student
   achievement academic standards and do well in the local curriculum;

c. To determine what revisions are needed to projects so that such children meet the State
   student academic achievement standards;

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

Polk School District is dedicated to utilizing assessment data and scientifically based teaching
methods to improve classroom instruction. Due to budgetary constraints, the ITBS will no longer be
required testing for grades 5 and 8. However, Polk School District will continue to use the ITBS as the achievement test for eligibility into the gifted program. The elementary (grades 3-5) and middle schools test each spring with the Criterion-Referenced Competency Test (CRCT). Polk School District administers the required Georgia EOCTs in 9th Grade Literature, American Literature, Biology, Physical Science, U.S. History, Economics, Coordinate Algebra, and Analytical Geometry. In addition, Polk School District will provide any student the opportunity to retest on the GHSGT if needed. All levels are administered a writing tests (Third Grade, Fifth Grade, Eighth Grade, and High School Writing Assessment). The writing assessments are based on developmental stages, and the results are used to improve the writing process and skills within our students. Benchmark testing is a local requirement. Each nine weeks, teacher’s pre- and post-test students over specific standards and objectives. Parents are informed in various ways of new data: conferences, newsletters, websites, report cards, newspapers, letters and memos, phone calls, individual student test results, email, phone calls, PTO/PTA meetings, ESEA Flexibility Waiver brochures and orientations. The faculty and staff obtain information through the use of: staff meetings, professional learning activities, memos, team/department/grade meetings, and emails. Teachers use the data to plan instructional strategies based upon the needs of the students and class.

Each school also reviews Home Language Surveys in new student enrollments to identify needs of our ELL and Migrant populations. Polk School District uses an "approved" Home Language Survey. Each school identifies all migrant and homeless students through specific surveys for each program. Every student initially registering with the district, to determine if there is an influence of a language other than English, completes a three-question, Home Language Survey. This survey will identify any languages other than English that are:

- First learned or acquired by the student.
- Used by the student in the home.
- Used by the student outside of school.

If the primary language is other than English, school personnel will work with the parents to complete the Language Minority Student Educational Profile. This interview collects background data on the student to assist in determining the identification of an ELL student. At this time school personnel will explain the ESOL program to the family, either through a translated description or an interpreter.

Using the information obtained from the Home Language Survey and the information from the Language Minority Student Educational Profile, the designated school staff member will schedule testing.

If the student has a language other than English noted on his Home Language Survey, the designated school staff member trained in the administration of the WIDA ACCESS Placement Test (W-APT) would test the student within seven days of enrollment. If the student qualifies, the Initial ESOL Referral form will also be completed, and a blue ESOL file will be started for the student.

Within seven days of completion of the Home Language Survey and the Language Minority Student Educational Profile, the designated trained school staff member administers the WIDA ACCESS Placement Test (W-APT) to the student. The W-APT will result in a score for each language domain: Listening, Speaking, Reading and Writing.

A student must score below 5.0 on the W-APT to be eligible for English language assistance services. There is no reference to TIERS on the W-APT only LEVELS. This is a distinguishing difference from
the scores of the ACCESS for ELLs. A language assessment conference (LAC) is held to determine eligibility of services for students that are borderline. Also, teachers and administrators can refer to the Eligibility Chart for guidance.

Parents will be sent the Notification of English language Development Program Placement forms if the student is found eligible. This form will also indicate the type of service(s) the student will receive. If a parent(s) decide against the student receiving services, the Parent Waiver of ESOL Services form must be sent home. A signature is required, and this document must be placed in the permanent record, as well as the students blue ESOL folder.

All ESOL students are evaluated each spring using the ACCESS. The ACCESS test is administered by an ESOL teacher who has undergone specific training for testing. The ACCESS is scored based upon proficiency levels.

All assessments are shared with parents and students. Individual reports are given and explained to parents in the language understood by the parents and translators are available if needed. This information is a necessary part in communicating and partnering with parents. District and school level administrators use the GaDOE website and translators to translate letters and forms in the needed language.

✔️ Is Plan Descriptor Revised?

3. Title I, Part A; Title I, Part C; Title I, Part D; IDEA; EHCY
A description of how the LEA will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics of the National Education Statistics Act of 1994 and how the results will be used in the local educational agency.

Polk School District will have 2 schools participating in the NAEP assessment for 2014-2015: Harpst Academy and Youngs Grove Elementary. When Polk School District Schools participate in the NAEP testing, students are randomly selected to participate in the test, including all special groups such as ELL, Homeless, Economically Disadvantaged, Ethnicities, and any other population of students. This upcoming school year, the following schools will test the listed grade levels and subject areas:

Harpst/York Academy – 8th Graders – Mathematics, Reading, and Science
Youngs Grove – 4th Graders – Mathematics, Reading, and Science

✔️ Is Plan Descriptor Revised?

4. Title II, Part D; E-Rate
A description of strategies to share system progress, disseminate evaluation results, encourage broad stakeholder involvement, and market the role technology can have in helping students achieve in innovative ways.
The mission of Polk School District is to provide a quality education in order to prepare each student for the next stage in their life. The mission of Polk School District Technology is to provide technology resources, content and support to facilitate the mission of the district.

Improve Student Achievement – by providing reliable access to network resources, training and support necessary to implement the objectives of Polk School District’s goals.

Provide a healthy and supportive educational climate based on unity and shared vision – by enhancing security for the networks, computers and educational technology users of Polk School District.

Plan wisely for growth – by increasing aggregate network bandwidth and assuring scalability of resources in the future.

Provide fiscal responsibility – by standardizing hardware and software to increase the effective purchasing power and moving toward a Polk School District owned wide area network and decreasing the number of leased lines throughout the district.

Polk School District’s intentions for the Title II d funds is to provide school teachers, principals, and administrators with the capabilities to integrate technology effectively into curricula and instruction that are aligned with challenging State academic content and student academic achievement standards. Assessment data is posted on the website as well as shared with the newspaper. This communication with parents and community has been successful during the past year. Survey results from the parents/community are posted on the website. An electronic brochure was created by our high school Technology Class students for dissemination to the Chamber of Commerce and real estate offices.

The Polk School District website will provide opportunities for all stakeholders to stay informed and involved with text and email alerts and electronic communication.

Is Plan Descriptor Revised?

5. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA
A description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State’s challenging student academic achievement standards. The description must include the following:

a. Specific mention of disadvantaged students, migrant students, limited English proficient students, and students with disabilities.

b. Specific steps the LEA will take to ensure that all students and teachers have increased access to technology.

c. Specific steps on how the LEA will utilize available funds to support after school programs (including before and after school and summer school) and school-year extension programs.

All of our schools participate in scientifically research-based reading programs such as myON Reader, Classworks, Study Island, Edgenuity, SIOP, USATest Prep, and Learning Focused Schools strategies.

Title I provides before, during and after-school study programs, which provide instructional assistance
for at-risk students in all schools. Schools also provide other opportunities for remediation and tutoring: Directed studies, Math Support Classes, Remedial Math, Reading, and Writing connection classes in the middle schools. Since a majority of at-risk students had difficulty with transportation home from the afterschool tutoring opportunities, Title I provides tutoring transportation for those students requesting it. Title VI has funded the "Rock After Dark" program at Rockmart High School for juniors and seniors to participate in tutoring, GHSGT and/or EOCT remediation and for make-up work.

The Migrant Program and McKinney-Vento Competitive grant offers tutoring for the identified migrant and McKinney-Vento eligible students.

The RTI Pyramid is used in Polk School District as a way to provide additional support to students in danger of not meeting standards. All certified personnel will be trained on the understanding and use of the RTI Pyramid of Intervention and Flow-Chart. Once all levels of the pyramid have been addressed and steps are taken in the flow-chart, and students are still demonstrating difficulty, a recommendation is made from the committee for further testing to determine any additional support or needs to be addressed. Polk School District will provide individual grade level instruction based upon IEP committee recommendations to ensure Free And Public Education (FAPE) for students with disabilities.

✓ Is Plan Descriptor Revised?

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

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

Excerpts from the District Improvement Plan 2014-2015


Measurable Goals:

Goal 1: Polk School District will improve student achievement in the elementary, middle, and high schools.

Objective: Polk School District will emphasize the importance of student achievement in English/Language Arts, Mathematics, Science, and Social Studies through increased test results.

Activity: Time Line: Funding Source:
Polk School District FY 15 Comprehensive LEA Improvement Plan

* Before and After-School Tutoring in Reading and Math. K-8 2012-2015 Title I

*Calendar Math for all K-5 classrooms. 2012-2015 State Instructional

* Universal Screening with Classworks. 2013-2015 Title I

*Student Learning Objectives (SLOs) for all students in P-12th 2014 – 2015

*Elementary schools will host math and science nights. 2009-2012 2012-2015 Title I

*TESOL Conference, ACCESS, WIDA, GPS Differentiation Training 2012-2015 Title III

*SIOP Updates for Admin., Reg. Teachers, and ESOL Teachers Continued for 2014-2015 Title III

*Training and updates for all administrators and teachers on how to use the new website

*National Common Core Institute – Black Belt Certification Training for all certified staff 2013-2015 Title 1 and Title IIA

*Mobile Technology Training to enhance classroom instructional practices 2013-2015 Title I

*ISTE Conference 2012-2015 Title IV

*Teacher Keys and Leader Keys training for administrators and faculties 2013-2015

*STEM training for middle and high school teachers 2013-2015 Title IIA

Measurable Goals:

Goal 2: Polk School District will provide a healthy and supportive educational climate based on unity and shared vision.

Objective: Polk School District will emphasize the importance of providing educators with the necessary tools and strategies to create a safe and understanding learning environment for students and faculty growth.

Activity: Time Line: Funding Source:

* Implement the CHAMPS program provided by the Georgia Sheriff’s Association 2013-2015 No Funding

*District-Wide RTI Team Training and updates 2013-2015; Title I

*Parent Involvement Coordinators for all Title I schools will incorporate a parent workshop on
personal computer safety and iPad applications will be conducted at each school Title I

☑ Is Plan Descriptor Revised?

7. Title II, Part D
A description of how the LEA is addressing 8th grade technology literacy by including:

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

Polk School District provides computer labs in all elementary, middle, and high schools. All high schools students will have a 1:1 iPad for instructional purposes for 2014-2015. Students in grades 3-8 have access to iPad carts. Students in grades K-2 have exposure to iPads during small group instruction. Business and computer Literacy courses are taught at Cedartown and Rockmart Middle School and technology concepts are infused in our connections courses. Introduction to Business and Technology, Computer Applications II, Web Design, Advanced Web Design, and Business and Multimedia Presentations are courses taught at Cedartown High School. The Microsoft IT Academy is also used as an instructional tool in our Business programs.

The Eighth Grade Technology Assessment provided by the GaDOE is administered to all eighth grade students during the months of December – February. The results were shared with administrators, teachers, and central office staff. The assessment will be given each year to determine the progress in technology literacy in Polk students, as well as to assist in building a better technology program to meet the needs of our students.

☑ Is Plan Descriptor Revised?

8. Professional Learning; All federal programs; E-Rate
A description of how the local educational agency will ensure that funds are spent on scientifically and/or evidence-based practices and products for all programs including the purchase of technology and technology tools. Where applicable include how the practices and products will impact student technology literacy.

Polk School District assures that funds are spent on scientifically or evidence-based practices and products for all programs including the purchase of technology and technology tools.

District Technology Applications: PowerSchool Student Information System, McAleer Accounting System, McAleer Payroll, VersaTrans Bus Routing Software, Go IEP online application, myON Reader, Classworks, Edgenuity, TransAct, Lesson Planet, Collaborative Learning Inc., Study Island,
Polk School District teachers have continuous opportunities for staff develop outside of the Polk School District offered courses. PSD teachers take advantage of the course offered through NW RESA, GADOE, and other course/workshop appropriate for their own or school development needs. All programs proposed to be used in Polk School District must be submitted to the Instructional Committee at the Central Office. The Director of Instruction is the Chairperson for the committee, with the Special Education Director, CTAE Director and Title I Director as members. This committee researches each program to ensure they are researched based. If the programs are not, they are denied, with no funds being available to purchase the program. The committee meets monthly, at which time any newly submitted programs are reviewed. When programs are found to be researched based, the committee researched the company, sets up a demonstration by the company and other competitors. A presentation is arranged for Principals. A decision is made, with the input of principals, as to whether the program or which program best suits the needs of Polk School District. Once a program is purchased, extensive training is provided for teachers, administrators and central office staff. The central office staff and technology assistants are trained in order to provide continuous support long after the trainers leave. Opportunities for professional learning are also provided to our faculties concerning addressing the principles of Safe and Drug Free schools. Polk School District's professional learning in aligned with the state's professional learning standards and helps teacher’s meet established goals and objectives. In meeting these goals and objectives, teachers’ instruction is directed to the CCGPS/GPS standards. Polk School District administrators and teachers will be trained in the National Common Core Institutes Black Belt Certification course. The purpose of this training is for our educators to become more aligned to nationally recognized expectations for school improvement. These standards serve as descriptors for effective, high impact practices in the areas of curriculum, instruction, assessment, students, family, and community support, leadership, planning and organization, school culture, and professional learning for our schools and teachers.

Three Instructional Technology Coaches (ITC) were added to our district in 2013-2014. During the 2014-2015 school-year, an additional six ITCs will be incorporated into this initiative. These individuals will be assisting our schools in usage, as well as modeling sound instructional strategies that are effective on mobile devices. The Instructional Technology Specialists will also collaborate with teachers on how to incorporate more technology into their lessons.

Technology training will include:

- Collaborative Learning Inc. – Digital lesson planning repository for district, state and national sharing of lesson plans.
- Edgenuity – Program for students in middle and high, allowing them to earn core and elective credits through virtual and blended learning. This program will be used for alternative education and directed studies.

Instructional Technology Training:

1) iPads

2) SMART Boards
3) Flipped Classrooms, Blogging, and Online Classrooms

4) website

☑ Is Plan Descriptor Revised?

9. Title I, Part A; Title I, Part C; Title II, Part D; Title III; IDEA, EHCY
A description of how the LEA will use federal funds to coordinate and integrate services with other educational services at the LEA or individual school level such as:

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

Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

Polk School District is able to coordinate and integrate services to all students; including our regular education students, ELL students, and migratory students, students with disabilities, neglected or delinquent youth, and homeless students. Title I A, Title I C, Title II D, Title III, IDEA and EHCY funds are coordinated to provide the following in our schools: materials and supplies, Parent Involvement Workshops, Professional Learning, software, hardware, remediation classes, before, during, and after School Tutoring Programs. Programs funded by the above mentioned are: Renaissance School Reform Programs, myOn Reader, Classworks, Learning Village, Edgenuity, Calendar Math, Ellis Kids, and eBlocks. In general, Title I funds provide additional teachers and paraprofessionals to lower pupil teacher ratio, Title II provides professional learning for teachers and parapros, as well as providing access to the GPS/CCGPS aligned curricular content through GSOs Learning Village. Title III supports the ELL students with material, supplies, activities and professional learning for teachers and three Title III Interpreters, who are split-funded between Title III, Pre-K, and Special Education. Title III funds are used to train each ELL teacher on the new research-based programs purchased for the ELL program. Also, these funds are used to allow teachers to attend the TESOL and ESOL Consortiums and substitutes for further ACCESS training, differentiation strategies for GPS/CCGPS, as well as training for WIDA standards. ESOL teachers will also participate in an orientation at the beginning of the year, as well as attend the quarterly district meetings throughout the year to discuss relevant/current ESOL programs and topics. Professional learning is integrated into each of the programs available in our district. Opportunities for professional learning are also provided to our faculties concerning addressing the principles of Safe and Drug Free schools. Polk School District's professional learning is aligned with the state's professional learning standards and helps teacher’s meet established goals and objectives. In meeting these goals and objectives, teachers' instruction is directed to the GPS/CCGPS. Polk School District
makes use of our regional migrant agency to train and update our Migrant Education Advocate, as well as meet periodically with our migrant parents.

✔️ Is Plan Descriptor Revised?

10. Title IV

A description of how the LEA will develop strategies that prevent violence in and around schools and the illegal use of alcohol, tobacco, and drugs including how the prevention activities meet the Principles of Effectiveness; involve parents; and coordinate these efforts and resources with other federal, state, and community entities. In addition the LEA must explain how evaluations of effectiveness will be used to refine, improve, and strengthen the program strategies.

Polk School District administers the statewide assessment and the GSHSII in order to assess the school districts progress toward achieving the Safe and Drug Free Schools’ goals. The data gathered from the GSHSII Surveys is shared with the Polk County Council for Families and Children. The results are also released to the schools for faculty and staff to review. The local newspapers report the findings of the survey. Schedule A is used to set goals and monitor progress through the use of data gathered from GSHS II and PowerSchool. The Polk School District provides a number of programs to address the issues of drugs and violence.

Polk School District implements a truancy policy to address keeping children in school and out of trouble. The programs are reviewed annually. Benchmark data and statistics are maintained to analyze and determine the effectiveness of the programs. Parents receive newsletters, brochures, and information sheets for drug and violence prevention. All material distributed are in both English and Spanish.

Polk School District works in collaboration with the Bartow-Polk Alcohol Prevention Team with the purpose to learn about alcohol and alcohol use in our community. A cross-section of students in grades 5-12 were administered a survey which we will use to share results and create prevention programs to address the following goals:

1) reduce the early onset of alcohol use among youth;
2) reduce youth less than 21 years access to alcohol, and
3) reduce excess alcohol use and related consequences among youth and adults.

The target population for this initiative is Georgia residents between the ages of 9-25 years.

Polk School District will continue to work with the local sheriff’s office to implement C.H.A.M.P.S., “Choosing Healthy Activities & Methods Promoting Safety.” This twelve week program, implemented at the elementary level, will increase student awareness and guide our students toward making positive decisions.

We will continue our collaboration with the Coalition to prevent the Misuse of Alcohol in order to combat under-age drinking. School assembly programs and media campaigns will be the primary component.

✔️ Is Plan Descriptor Revised?
11. Title I, Part A; Title II, Part D
A description of the poverty and school eligibility criteria that will be used to select attendance areas for schools eligible for funding through Title I, Part A and school eligibility for grant opportunities through Title II, Part D.

With the passage of the Healthy, Hunger-Free Kids Act of 2010 (Act), the National School Lunch Program now includes a new universal meal program, the Community Eligibility Provision (CEP). Polk School District is using the CEP for determining the poverty and school eligibility criteria for all attendance areas for Title I, Part A and Title II, Part D. All schools in the district are using CEP and direct certification (DC). The CEP permits eligible schools to provide meal service to all students at no charge, regardless of economic status. The CEP uses only direct certification data, such as data from the Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) program to determine the Federal cash reimbursement provided by the USDA. Polk School District will not rely on annual household applications that are generally used to determine eligibility for free or reduced meals (FRM). According the Healthy, Hunger-Free Kids Act of 2010 (Act), a school is eligible for the CEP if at least 40 percent of its students are certified for free meals through means other than FRM applications. To account for low-income families not reflected in the direct certification (DC) data, USDA will set meal reimbursement levels for CEP schools by multiplying the percentage of students identified through the DC data by a multiplier (1.6 for the next four years) established in the Act. Schools electing CEP will keep the same multiplier for an entire four-year cycle and do not have to implement changes to the multiplier until the next cycle.

Polk School District will rank its schools based on the percentage of economically disadvantaged students in each school to determine a school’s eligibility to receive Title I funds and to allocate funds to selected schools. (Section 1113 of the ESEA). The district will use the data from the Food Service Department based on the October 31 information of DC students.

12. Title I, Part A; Title I, Part C; Title IV
A description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify the eligible children most in need of services in Title I targeted assistance schools.

All Polk School District schools are School-wide Title I schools. The schools work collaboratively with the Title I Director, teachers, principals, and use of parent involvement survey to identify parent workshop/training needs. All stakeholders worked together to create their Title I School Improvement Plans, as well as the Parent Involvement Plan and Compacts.

13. All Programs
A general description of the instructional program in the following:

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

All Title I schools use the required state curriculum, CCGPS/GPS. The students are taught in Regular Education classes, Special Education classes, gifted classes, and English Language Learners classes. The schools provide resource and inclusion classes for students receiving Special Education services. The fourth and fifth grades in all six schools are departmentalized. Title IA funds are coordinated to provide the following in all schools, including York Academy Murphy-Harpst Children's Centers for Neglected and Delinquent: materials and supplies, Parent Involvement Coordinators to coordinate Parent Involvement Workshops, Professional Learning, software, hardware, remediation classes, before, during, and after school tutoring.

Programs funded by Title I, Title IIA, Title III, and Title VI are: USA Test Prep, Ellis Kids (ELL), eBlocks (ELL), Edgenuity, Study Island, Saturday School, and Calendar Math. All of the programs are supplemental to the instructional services required of each school that are funded through QBE. Professional learning is integrated into each of the programs available in our district. Opportunities for professional learning are also provided to our faculties concerning addressing the principles of Safe and Drug Free schools. Polk School District's professional learning in aligned with the state's professional learning standards and helps teachers and paraprofessionals meet established goals and objectives. In meeting these goals and objectives, teachers' instruction is directed to the CCGPS standards. Instructional styles include small group instruction, whole group instruction, collaborative grouping, use of technology (SMART boards, LCD projectors, computer labs, computer-television connectivity, scanners, lab probes, iPads, etc.), and laboratory experiences. There is one residential facility located within Polk County, York Academy Murphy-Harpst Children's Centers for Neglected and Delinquent. This facility houses students defined as neglected and delinquent. Funds are used to fund one Title I Teacher, purchase equipment and supplies, as well as professional learning for the facility. Over the past four - five years, the homeless population in Polk has increased. Due to this increase, Polk School District has applied and received the Homeless Grant. During the 2011-2012 school year, Polk School District had 1,139 identified homeless K-12 students, and 53 preschool students. In 2012-2013, the district had 1307 K-12 students, and 56 preschool children. In 2013-2014, the district saw a decrease in the number of homeless students. The current numbers are 1012 K-12 students and 45 preschool children.

The homeless population in Polk County is primarily within five groups.
1. Families that may be living in hotels or motels.
2. Low income families who do not have a home of their own, but who live with relatives or friends.
3. Mothers with children who relocate to the Polk County Battered Women's Shelter.
4. Families who appear intermittently and may be living from a car or van.
5. Unaccompanied Youth
The largest number of homeless is from those families who "double-up" in a home.

Is Plan Descriptor Revised?

14. Title I, Part A; IDEA; EHCY
A description of the services the LEA will provide homeless children who are eligible to receive services under applicable federal programs. The description should include the
following:

a. An assessment of the educational and related needs of homeless children and youths;

b. A description of the services and programs for which assistance is sought to address the needs identified;

c. A description of policies and procedures, consistent with section 722(e)(3), that the LEA will implement to ensure that activities carried out by the agency will not isolate or stigmatize homeless children and youth.

All parents are required to fill out certain forms upon enrollment to Polk School District. One form is an Enrollment Questionnaire. If parents indicate a situation of being homeless, the school counselor notifies the district’s Homeless Liaison or Coordinator. Polk School Districts homeless population has increased from 11 Katrina students in 2005-2006 to 1012 in 2013-2014. The district did see a decrease of 295 in the number of students who were eligible for homeless services from 2012-2014. Polk School District faculty and staff members are trained in acceptance, understanding, and obligations to a homeless population.

The following policy for Homeless Students was adopted in 2008 the policy was updated and officially approved for Polk School District. Board Policy Descriptor Code: JBC (1) Homeless Students In accordance with the McKinney-Vento Homeless Assistance Act, as amended by the No Child Left Behind Act of 2001, the School District will work with homeless children and youths and their families to provide stability in school attendance and other services.

Special attention is given to ensuring the enrollment and attendance of homeless children and youth not currently attending school in a manner that will not stigmatize or segregate them on the basis of their status as homeless. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I A, similar state programs, educational programs for students with disabilities or limited English proficiency, vocational and technical education programs, gifted and talented programs and school nutrition programs. Every homeless child and unaccompanied youth are entitled to equal access to the same free, appropriate public education as provided to other students. The District will assign and admit a child who is homeless to a district school regardless of residence or whether the homeless child is able to produce records normally required for enrollment. The Homeless Liaison and Coordinator will review and revise as necessary rules or procedures that may be barriers to enrollment of homeless children and youth. In reviewing and revising such procedures, the Homeless Liaison and Coordinator will consider issues of transportation, immunization, residence, birth certificates, school records and other documentation. The Superintendent will appoint a liaison for homeless children. A "homeless child" is defined as provided in the McKinney-Vento Homeless Assistance Act. Anyone having a concern or complaint regarding placement or education of a homeless child will first present it orally and informally to the District homeless liaison that shall carry out the dispute resolution process as defined in the state plan for the Education of Homeless Children and Youths. Polk School District Date Adopted: 10/17/2008 (updated).

Is Plan Descriptor Revised?

15. Title I, Part A; Title I, Part C; Title II, Part D; Title III; Title IV; IDEA
A description of the strategies the LEA will use to implement effective parental involvement in all programs. The description must include the following
a. How the LEA included state and local government representatives, representatives of schools to be served, parents, teachers, students, and relevant community-based organizations in the development of the Comprehensive Plan for Improving Student Academic Achievement.

b. How the LEA will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities.

c. How the LEA will build school and parents capacity for strong parental involvement including how the LEA builds capacity to support a partnership among the school, parents, and community.

d. How the LEA will coordinate and integrate parental involvement strategies under NCLB with other community based programs such as Head Start, Reading First, Even Start, State operated preschool programs, etc.

e. How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.

f. How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.

g. How the LEA will involve parents in schoolwide activities.

Polk School District strives to increase parental involvement each year. All schools seek input for schoolwide activities from parents and the School Councils (business, parent, and community). Council topics cover all programs pertaining to the school. The feedback/input the School Councils make is important to the school improvement process. Each school employs a part-time Parent Involvement Coordinator funded through Title I, to assist schools in identifying parent needs, coordinating parent activities/workshops, and assist in writing the School-Parent Involvement Plans and Compacts. A Parent Mentor grant was awarded to the Special Education Department. They use the grant to employ a parent mentor to increase parent involvement of parents of students with disabilities.

Polk School District administers Parental/Community Surveys (English and Spanish) each spring. This data is analyzed to determine possible problem areas based upon parental opinion. This information is posted on the Polk School District website for parent/business/community access.

In the spring, all parents are notified by the One Call Now phone system, website, flyer, and social media of the Spring Title I Meeting. At the meeting, PICs use the data from the spring parent survey to develop a minimum of six parent workshops. The meetings will provide a forum for disseminating important information, such as reporting data, parent-child activities, and input for the school. The topics for 2014-2015 include Annual Title I Parent Meeting, Information Nights by Grade Level, Technology Nights, Student Advisory Nights, Open Houses, Science Nights, Math Nights, Family Reading Nights, Parent-Teacher Conferences, Hispanic Community Information Sessions, and Special Education Parent Institutes, and volunteer opportunities. All administrators are encouraged to establish a PTA/PTO organization within their schools.

Also during the spring meeting, the parents review the data from the surveys to make decisions on
how to spend the 1% of the 95% Title I set-aside for Parent Involvement.

Polk School District developed the Parent Involvement Plan in 2004, and updates it on an annual basis in conjunction with all stakeholders: Superintendent, Title I Director, Administrators, Teachers, Parents, Students, and Business/Community members.

Polk School District affirms and assures the rights of parents and teachers of children being served in activities funded by Title I. All parents and teachers of eligible Title I children will be invited to attend the annual Title I Parent Meeting held at each school during the fall. At this meeting, parents are provided with an update to the Title I program for their school, an opportunity to review the Parent Involvement Plan, as well as provided important ESEA Waiver information. In the spring, each school distributes a parent involvement survey which provides an opportunity for all parents and teachers to have input into the design and implementation of the Title I Parent Involvement Policy and Plan as well as the School-Parent Compact. All parents and teachers are invited to the district meeting held at the central office to give input and help develop the district Parent Involvement Policy and Plan.

Other activities and/or information which is sent and/or is available to parents include:

1. Notification of the school's ESEA Waiver Status. The notification must include the reason for the status, how the school is addressing the status if Alert or Focus, any technical support the school will receive, how parents may become involved, and parental options for Intradistrict transfers, and Flexible Learning Programs (if applicable).
2. Progress reports
3. Information about Title I
4. Surveys for Title I and school improvement
5. School report cards
7. Opportunities for literacy training
8. Home activities to reinforce learning
9. Professional qualifications of teachers in the school.

All of the above information will be presented in a uniform and understandable format. It will also be presented in the native language of the parent. Stakeholders will annually assess the effectiveness of the parent involvement program and offer any actions that can be taken to improve the program and to build capacity of parents for involvement.

The Polk School District will: Provide information to parents concerning the state's academic content (CCGPS and achievement standards), assessments required by the state, and suggestions for monitoring the progress of their child. Home activities will be used at each school to assist parents in working with their child on homework, school assignments and fostering positive parent-child interactions. Professional learning for positive communication with parents will be held with teachers, paraprofessionals, administrators and other school staff. When possible, programs will be coordinated with agencies such as the Polk Council of Families and Children to provide literacy activities for parents and to provide opportunities that encourage and support parents. The district ensures all information is sent to parents in an easily understandable format in the native language of the parent.

Polk School District will: Involve parents in professional learning activities for teachers and other staff members. Provide training opportunities for parents. Arrange meetings at a variety of times to meet the needs of as many parents as feasible.
Involve the business community and other agencies in the parental involvement activities.

Details of Parental Involvement Plan:

Polk School District will invite parents to an annual meeting held in the fall to participate in the design of the LEA plan. A survey will be sent in the previous spring to involve parents in the design, review and any improvement in the plan. Parent compacts will be a part of each school plan. Polk School district makes every effort to write materials sent to parents in a user-friendly language. The translators translate all material in Spanish. The district posts all parent materials on the web-site. The web-site automatically allows parents to have all materials to be translated in over 100 direct languages. Parental involvement plans will be reviewed annually by parents and will be available at the school and other sites in the community. If barriers are identified, strategies will be developed to eliminate the barrier. Possible methods of communication with parents may include, but are not limited to: surveys, conferences, home visits, websites, and phone calling systems, meetings, compacts, and school councils. Information will be shared with parents in multiple formats such as letters, report cards, progress reports, newsletters, conferences, phone calls, teacher online classrooms, the district and school websites, and open house. The types of communication will include student performance and assessment, review of school curriculum, teacher qualifications, school ESEA Flexibility Waiver status and other factors concerning Intradistrict transfers, and Flexible Learning Plans, in applicable schools. Parents will be encouraged to assist their child by: positive parent interactions using awards and incentives for participation, take-home packets and material checkout. Polk School District will reserve at least one percent of Title I funds for parental involvement activities. The system will provide assistance to parents in such areas as, common core standards, student performance standards, school improvement, and components of a school-wide program, state testing assessments, and parental involvement information. This policy is evaluated and reviewed annually by the policy review committee. Input is provided from the community, businesses, teachers, and parents. Polk School District has a Memorandum of Agreement (MOA) with state Headstart/Pre-K facilities (Tallatoona).PSD also pays for a speech teacher to provide needed services. Other related services offered are occupational therapy and physical therapy. PSD provided a Kindergarten Orientation for the Pre-K and Head Start students in Polk County. Polk School District also links with Babies Can't Wait. PSD works with referred students during the arena process to conduct transition meetings.

Internal and external stakeholders are involved in the planning process by participating in the annual needs assessment. They have direct input by completing the district-wide stakeholder surveys. The results of the surveys are shared with all stakeholder groups during the annual spring and Fall Title I meetings. In addition, Principals share the results with their school councils and PTO meetings. Polk School District partners with Georgia Northwestern Technical College as part of a joint dual enrollment and move on when ready effort, as well as, Hon Manufacturing, part of our Project Success. Polk School District seeks input from higher education and community business partners during Chamber of Commerce meetings, Workforce on Educational Development, and College and Career Academy monthly meetings.

The following internal and external stakeholders collaborate to provide equity in guiding Title IIA:
Internal: Board of Education members, Superintendent, district and building level administrators, teachers, paraprofessionals, support staff, parents, business partners, community members, and higher education
The results of the Title II surveys, along with the needs assessment, were shared with all stakeholders in order to prioritize system needs. The following priorities were established:

Teacher preparation and ability to meet diverse needs of students to move our district from adequate to target

Provide funding for PLC to support teachers in all schools where the test data reveal academic weaknesses in math and technology.

Providing funding for Instructional Technology Specialists to coach and mentor teachers in all schools where test data reveal academic weaknesses in math and technology.

Retention of Highly Qualified, effective teachers and administrators

Maintaining 100% HiQ to move our district from adequate to target

Polk School District gathers information from parents, teachers, staff, and community through surveys, School Council data, PTA meetings, Administrative meetings, and Board of Education meetings to determine equity needs. After a Title II A survey is distributed to administrators, teachers, staff, parents, and community members to ask them to prioritize the needs of the system, the results are shared during parent meetings, Board of Education meetings, and administrative meetings to determine the prioritization of needs, as well as action planning. A broad representation of stakeholders will serve on the District Improvement Committee to participate in the revision and development of the needs assessments (CLIP and Title I School Improvement Plans)

Polk School District Title I schools made the decision to pursue becoming a schoolwide rather than a targeted assistance program during the 2010-2011 school year. The driving reason for this decision is to allow all children and all parents an opportunity to have equal access to all related Title I assistance.

All schools are required to have school improvement plans. It is the responsibility of the principal to make sure that all plans reviewed and revised annually. Plans must include all the components in the Schoolwide and Targeted Assistance program checklist. School plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). Each school will hold an annual meeting where all stakeholders are given the opportunity to review the school plan and make comments. All parents, teachers, administrators, and other school personnel will be invited to the meeting to provide input. All schools will notify stakeholders in multiple ways such as: notice of the meeting dates on each school marquee, school newsletters, web site, flyers, and school phone messaging system. Parents that cannot attend the meeting will be given the opportunity to obtain a copy from each school and submit input before the final revisions are approved. The Parent Involvement Coordinator (PIC) in each school will be responsible for collecting the required Information (agenda, meeting notes, and sign in sheets). The School plans are typically reviewed at the annual Title I meeting in the fall. The revision date will be clearly marked on each plan.

Schoolwide program checklists are used to verify that the required components are included in each
plan, which includes strategies for whole school reform. On-site meetings are held with principals to discuss the current status of their plans in regard to the checklist components. Missing or items in need of revision are marked on the checklist and then rechecked when the revised plan is submitted.

A Title I school may use one or a combination of several instructional delivery models. Polk School District uses the pull-in and push out models widely based on the needs of each individual student.

An “in-class” delivery model is a Title I project in which the instructional services are provided to participating students in the same classroom setting and at the same time they would receive instructional services if they were not participating in the Title I project. Title I staff work closely with the classroom teacher to provide services which are supplemental and particularly designed to meet participants’ special educational needs. Examples are: small group instruction, guided reading, teacher collaboration, extended learning, before and after school tutoring and summer school.

In a Title I pull-out delivery model, students are pulled from their regular classroom to receive instruction in a Title I Reading or Math program. Students should not be out of their regular classroom’s reading or math instructional time for more than 25% of that time. For example, if the classroom instructional time is 60 minutes; students cannot miss more than 15 minutes of that time. They may receive as much time in the Title I lab as identified for their grade level. Title I staff work closely with the regular classroom teacher to provide services which are particularly designed to meet participants’ special educational needs.

The model pairs a Title I teacher with a classroom teacher. The usual class load, which in this case is composed of all Title I participants, is shared by the two teachers.

Some middle schools use an elective course to supplement students’ basic reading and math instruction.

An “add-on” delivery means Title I services are at times when participants would not otherwise be receiving state and locally funded instructional services. This may include periods such as vacations, weekends, before or after regular school hours, or during non-instructional time during the regular school day. When Title I is given as an elective at the secondary level, it is considered an add-on project.

✓ Is Plan Descriptor Revised?

16. Title I, Part A
A description of the actions the LEA will take to assist its schools identified as Priority Schools, Focus Schools, and Title I, Part A Alert Schools.

Polk School District currently has two schools (Northside Elementary and Cedartown High School) for 2014-2015 identified as Focus Schools. The York Academy Murphy-Harpst Children’s Center received the Alert status in 2013-2014. The GaDOE will work in collaboration with the LEA to analyze student achievement data to identify the largest gaps between groups of students. Based on the analysis of data, the LEA and the GaDOE will determine the interventions required of each Focus School. LEAs will sign a Memorandum of Agreement with the
GaDOE on behalf of Focus Schools. The MOA outlines a set of non-negotiable actions and interventions required of each Focus School. The MOA was finalized August 15, 2012.

Each Focus School works collaboratively with the NWGA RESA Consultant to implement short and long-term action plans. The schools will send a team to the Focus School Leadership training.

Using the U.S. Department of Education’s (US ED) definition and methodology for identification, schools identified, as Focus Schools will receive school improvement support and intervention for a period of three years.

Schools will be exited from Focus School status when the school no longer meets the definition of a Focus School for three consecutive years and demonstrates that the individual subgroup or subgroups that caused the school to be identified as a Focus School has decreased the number of non-proficient students by 25 percent over a period of three years. High schools identified as Focus Schools due to subgroup graduation rates must achieve a graduation rate that falls at or above the State subgroup graduation rate average for three consecutive years or show an eight percent graduation rate improvement over a period of three years. The eight percent mark represents one-half of a deviation above the statewide annual average increase from 2003-2011.

✓ Is Plan Descriptor Revised?

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

Polk School District has submitted a FLP plan for both Focus Schools. Each of the schools developed a FLP with staff and parent representatives. Using school level disaggregated data; the schools identified and explained the areas of need that will be addressed by the FLP offered at each school. The schools identified the measurable performance goals and outcomes to be met. The schools will use multiple educationally related selection criteria by core content area to determine the rank order list of eligible students by greatest academic need. The schools used scientifically research-based strategies to ensure that supplemental academic intervention time will support students in meeting academic performance goals. Each school FLP will address the delivery schedule (when, where, how), hours of service, student/instructor ratios, progress monitoring, plans to address program modifications when applicable, and transportation services. Polk School District will set aside 5% of the Title I, Part A allocation for professional learning for the two Focus schools to ensure the instruction provided is specific to the needs of the participating students, and the instructional strategies are effective in helping at-risk students achieve success. All of the instructional goals will be monitored to ensure the goals of the FLP are aligned with the CCGPS. The staff, along with the Parent Involvement Coordinators, will contact parents, of the rank order list of eligible students, to maximize the enrollment and attendance of the students with the greatest need for the FLP. Each school administrator will be responsible for monitoring the implementation of the program and tracking of all required data. The Title I Director, along with each administrator, will monitor the FLP program, to ensure the fidelity of the program and to avoid waste, fraud, and abuse. Each staff
member of the two Focus schools will have an annual update in ethics, waste, fraud, and abuse.

Each school maintains the following documentation:
- Criteria used to determine how students were selected for the program and how the subject in which the student receives intervention was determined
- Rank order list of all eligible students designated whether student is enrolled in the FLP program or not. The list includes students, grade level, and subject of academic intervention
- Hours of academic intervention attended for each student
- Staff hours of service
- Group size of academic intervention
- Pre-assessment information for each student
- Post-assessment information for each student
- Goal or plan of tutoring for each student
- Progress toward goal by student
- Strategies to be used if goals not met by student
- When does FLP occur (before/after/during school, summer, intercession, weekends)
- The days of the week the FLP occurs
- How is transportation provided and for whom

Is Plan Descriptor Revised?

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

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

Polk School District had 100% of teachers and paraprofessionals in highly qualified status.

The Polk School District systematically monitors the Hi-Q status of its teachers and a written remediation plan is created for each teacher who does not hold a valid clear renewable certificate or that is not highly qualified. The plan is monitored and supported with Title II-A funds. Polk School
District requires all school principals have a remediation plan and monitoring log in place for all new hires, teachers who do not hold a valid, clear renewable certificate and non-Hi-Q teachers at their school. The HR department helps develop the remediation plan with a timeline for reaching HiQ status or clear renewable status at the end of a specified period. The plan is individualized to meet the specific needs of the teacher. It is developed upon the hiring or placement of a non-HiQ teacher or teacher with an NT certification. The teacher, Principal, Curriculum Director, and HR Director all have a part in the development of the remediation plan. The HR Director forwards a copy of the plan to the Title IIA Director within two weeks of the hire date of the teacher. Title IIA funds are used to support teachers in completing remediation plans to become HiQ or certified with a clear renewable certificate by ensuring all teachers have the appropriate training and on-site support to provide relevant and rigorous instruction at all times. Some examples of financial support include the reimbursement for taking the GACE for additional instructional fields and for tuition reimbursement for taking endorsement courses.

The HR Director monitors the certification data provided by the Professional Standards Commission routinely to address any non-HiQ teachers or teachers without a clear and renewable certificate. Non-HiQ teachers, along with teachers who hold NT certificates, are identified at the beginning of the school year and each teacher is monitored monthly by the Principal and HR Director to ensure progression toward obtaining highly qualified or clear renewable status. CPI data in the fall is used to identify teachers who may need additional assistance in order to reach clear renewable status. Principals are reminded at monthly administrative meetings of their responsibility of ensuring all current and applicants are HiQ. Each Principal has access to the GAPSC website so they can verify up-to-date certifications for applicants. Certification is checked by the Principal and HR Director before personnel are given or changing teaching assignments. Principals and the HR Director meet with non-HiQ teachers and teachers with NT certificates at least 4 times per year (once every 9 weeks) to monitor the progress toward becoming HiQ. The district does not employ any paraprofessional who does not meet HiQ status.

Polk School District also ensures that teachers in the Title III programs are fluent in English. Each teacher is interviewed and his or her transcripts are reviewed carefully. This dialogue and transcript review allows us to ensure our teachers are fluent in English. English is the only language used in the instruction of the Title III programs. Polk School District monitors the teacher placement for poor and minority children. Ranking sheets are filled out on each student, indicating pertinent information such as name, race, ability level, special services, and at-risk priority. This information is used to place students in appropriate educational settings; therefore, eliminating the possibility of consecutive placement in a non-highly qualified teacher.

Parents are notified of their "right to know" in the Student Code of Conduct publication. Each parent, K-12, is notified, and asked to sign stating they are aware the Student Code of Conduct is available on-line, paper copies are available upon request, and paper copies are available in the Parent Resource Center at each school. Parents must sign that they have read and understand the publication, including their acknowledgement of their "right to know." When a teacher who is not Hi-Q for 20 days or more consecutive days teaches students, a letter is mailed home explaining the teacher is not Hi-Q to teach the class. The letter includes the educational background of the teacher; as well as, the certification field held by the teacher. The letters are signed by the parents and returned to the school.
Parents are notified when a teacher who is not Hi-Q teaches students. A letter is mailed home explaining the teacher is not Hi-Q. The letter includes the educational background of the teacher, as well as, the certification field held by the teacher and how the teacher will remediate the non-Hi-Q status.

✔ Is Plan Descriptor Revised?

19. Professional Learning; and all federal programs

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

a. Teach to the needs of students, particularly students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency;

b. Improve student behavior in the classroom;

c. Involve parents in their child’s educations; and

d. Understand and use data and assessments to improve classroom practice and student learning.

e. Become and remain technologically literate.

Polk School District schools assign a grade level or school RTI/SST representative to coordinate the appropriate level of the RTI Pyramid. These coordinators are supplemented locally. The RTI/SST coordinator works collaboratively with regular education teachers, ELL teachers, parents, family advocates, special education teachers, administrators, and translators (when needed) to create a well-rounded team to identify ways to teach to the needs of all students. All certified personnel would be trained in the RTI and SST process and procedures. This training is needed to address the increase in students receiving special education services through inclusion. Our ELL teachers receive training updates in all programs used in Title III. ACCESS Training and reviews will be delivered annually to ensure appropriate identification of student needs. Teachers and Administrators will also receive SIOP updates in order to better serve our ELL population. Polk School District is providing training for all faculties on the understanding of Migrant Families/Students/Culture and rights of migrant students through the regional Migrant Agency. Each program allocates a portion of its funds for the professional learning needs of the teachers in Polk School District. The professional learning funds, provided by each program, are used to train our personnel in ways to meet the needs of all levels of students. Polk School District trained all teachers and administrators in the use of OAS.

Title IIA and Professional Learning funds are used to provide training in "Best Practices" for all of our certified employees. In providing training in best practices, teachers are able to have the knowledge needed to meet the diverse needs of all of our students.

Teachers in Polk School District will receive training in the following areas:

- Response to Intervention
- Common-Core - National Common Core Institute's Black Belt Certification
- CCRPI and ESEA Flexibility Waiver
- Math Endorsement
- Reading Endorsement
- Focused School Training

Revision date: July 31, 2014
The Professional Learning Council for Polk School District meets quarterly to approve coursework and discuss needs within our schools. This council is composed of representatives from each school. These representatives conduct a Professional Learning Needs Assessment within each school. The needs are also tied to the school improvement plans for each school, as well as the needs based upon the HiQ, Equity Data, and disaggregated test scores provided to each principal. Polk School District plans to provide continued professional development in the areas of: instructional strategies, Common Core, classroom technology, classroom management, and content development through Math and Reading Endorsements. Polk School District plans to provide substitutes for teachers to attend professional development activities. Polk School District intends on providing continued support relating to HiQ educator requirements, support for recruitment and retention of HiQ educators, the need for instructional coaches, as well as support for New Teacher Academy and Mentoring programs.

The district and building level administrators conduct TKES walk through observations. The walk-throughs are used as a tool to determine whether research-based best practices are implemented in the classrooms. In monitoring for best practices, Polk School District has a better grasp of attempting to meet each student's individual needs through diverse practices.

☑ Is Plan Descriptor Revised?

20. Professional Learning and all federal programs

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

All directors of state and federal program for Polk School District meet to coordinate efforts in order to create a consolidated plan. The directors form Polk School District’s Instructional Team. The Instructional Team meets quarterly to review progress in the different programs, discuss adjustments that need to be made, and evaluates the effectiveness of the programs and plan through intensive data analysis. This effort is intended to reduce duplication and redirect our attentions to the district’s goals and objectives, as well as identified needs. Information and plans from the Instructional Team is shared with all district and school administrators. At the conclusion of each training, evaluation forms are given to all participants. This evaluation is used to determine not only the quality of the professional learning, but to gather information on how this training will be implemented into the classroom, whether replication in the classroom is possible, and the usefulness of this type of training. The Instructional Committee reviews the evaluations of each training activity. This information is summarized with a determination of effectiveness. Within this summary, the committee recommends whether this type of training will be continued or discontinued. The results are given to the Professional Learning Council. The council members then shares the determination or results with the teachers within the individual schools.

☐ Is Plan Descriptor Revised?

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

The professional learning opportunities in Polk School District are supplemental to the programs listed in the consolidated application, which are integrated into the goals established the local board of education. Professional Learning, Title I, Title IIA, Title III, and Title VI are used for funding these activities.

These goals are:

Measurable Goals:

Goal 1: Polk School District will improve student achievement in the elementary, middle, and high schools.

Objective: Polk School District will emphasize the importance of student achievement in English/Language Arts, Mathematics, Science, and Social Studies through increased test results.

Activity: Time Line: Funding Source:

* Before and After-School Tutoring in Reading and Math. K-8 2012-2015 Title I

*Calendar Math for all K-5 classrooms. 2012-2015 State Instructional

* Universal Screening with Classworks. 2013-2015 Title I

*Student Learning Objectives (SLOs) for all students in P-12th 2014–2015

*Elementary schools will host math and science nights. 2009-2012 2012-2015 Title I

*TESOL Conference, ACCESS, WIDA, GPS Differentiation Training 2012-2015 Title III

*SIOP Updates for Admin., Reg. Teachers, and ESOL Teachers Continued for 2014-2015 Title III

*Training and updates for all administrators and teachers on how to use the new website; Title IIA

*National Common Core Institute – Black Belt Certification Training for all certified staff 2013-2015 Title I and Title IIA

*Mobile Technology Training to enhance classroom instructional practices 2013-2015 Title I

*ISTE Conference 2012-2015 Title VI
Measurable Goals:

Goal 2: Polk School District will provide a healthy and supportive educational climate based on unity and shared vision.

Objective: Polk School District will emphasize the importance of providing educators with the necessary tools and strategies to create a safe and understanding-learning environment for students and faculty growth.

Activity: Time Line: Funding Source:

* Implement the CHAMPS program provided by the Georgia Sheriff’s Association 2013-2015 No Funding

*District-Wide RTI Team Training and updates 2013-2015; Title I

*Parent Involvement Coordinators for all Title I schools will incorporate a parent workshop on personal computer safety and iPad applications will be conducted at each school Title I

100% of the professional learning opportunities are scientifically based. 100% of teachers participated in at least one high quality professional learning activity for FY14.

☑ Is Plan Descriptor Revised?

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

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

The private schools serving students residing in Polk School District's attendance zones are contacted annually, in October, for notification of possible available funds from Title Programs (I, IIA, III, and VI). A letter and response page, with U.S. postal registration receipt, is sent to all private schools outlining requirements for each Title Program to include services/equipment to the students in private schools living within the PSD boundaries. This invitation is to attend a consultation meeting with school district personnel to discuss the availability of funds to serve eligible private school students. Opportunities for meeting private school professional learning needs are also discussed. The notice includes the specific time, date and location of the consultation meeting, and contact person for Polk School District. If upon completion of consultation, private schools are interested in participating in relevant federal programs, a timely planning meeting is scheduled. The planning meeting provides private schools the opportunity to participate in the design, development and implementation of the academic program and the professional learning plan. Eligible private school students receive services on an equitable basis. Polk School District also sets aside an equitable share of funds for private school professional learning activities. Collaboration with special education and other programs is provided to meet all requirements. Polk School District also belongs to the Private School Consortium. When private schools have complaints concerning federal funds, Polk School District
schedules a meeting to identify the concerns. During this meeting, Polk School District works to arrive at a solution that meets the requirements of program guidelines. A written document for the resolution is created for both parties to sign.

**Is Plan Descriptor Revised?**

23. **Professional Learning and all federal programs**
A description of the process the LEA will conduct annually to review and revise the LEA Comprehensive Plan for Improving Student Academic Achievement.

Test data for the district and school levels are sent to all principals for review. The data is brought to Administrator’s Academy for discussion and analysis. Comparisons are made between actual data and goals stated in the District School Improvement Plan and individual school's School Improvement Plans. Suggestions are made for continuing practicing/strategies/programs, implementing new practices/strategies/programs, and/or discontinuing the use of practices/strategies/programs. Distributing the data allows schools to continuous update School Improvement Plans with current data. Principals share the new data and recommendations with their individual school leadership/school improvement teams. The plans are then revised and updated at the school level. All schools submit plans to the district office for review and approval. Items used during the review or revision: - professional learning activities - assessment results - benchmark results - grades (failure reports) - graduation status - surveys (Gifted, Title IIA, and Parent Involvement Survey) - data room information - HIQ report - SACS recommendations and commendations.

**Is Plan Descriptor Revised? No change**

24. **Title I, Part A; Title I, Part C**
A description of how the LEA will provide supplemental support services for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services.

Polk School District uses the Occupational Survey provided by the MEP Coordinator to identify migrant students. The system Migrant Education Advocate makes contact with each migrant family to determine case-by-case needs. Migrant students are assessed and evaluated academically the same as all other students for needs in Polk School District. All migrant students are eligible and receive appropriate Title I services. In addition a referral is made to student services to indicate additional services that may be needed from that department. Additionally, specific activities to address the needs of migratory families are provided. Such activities shall include informing children and families of, or helping such children and families gain access to, other education, health, nutrition, and social services. A migratory Parent Advisory Council (PAC) program is provided in a language that is understood by the family if at all possible. Migrant students are provided services through Polk School District providing a Migrant Services Advocate, and access to translators when needed. Transact is used to formulate letters and newsletters in Spanish (or other needed language) for the migrant families if needed. Information on ESOL, special education, gifted, other educational programs, information on health, nutrition and social services is present using materials from the migrant education agency. Presenters from local agencies such as Health Department, DFACS, and County Extension office are involved in some PAC meetings. Polk School District’s Migrant Education Advocate is constantly in contact with the Region 1 MEP on how to recruit and update the Priority for Services list for migrant students and out-of-school youth. This list is distributed to the appropriate
schools and is used to identify which students are in need of supplemental services.

☑️ Is Plan Descriptor Revised? No change

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

All schools in Polk School District have been provided information on how to identify migrant students enrolling in schools. School demographic information is forwarded and reviewed by the Migrant Educational Advocate. Identification is done through the Migrant Educational Advocates Priority for Services list that is update frequently based upon the Advocates recruitment of migrant eligible children. The district uses the Migrant Student Information Exchange (MSIX) for records review and transfer. Provisions are being made for Polk School District staff members to be trained on identification of migrant students and how to read a Mexican birth certificate. Polk School District personnel, regional migrant education workers, and state migrant personnel are available to expedite student record transfers when difficulties are encountered.

☑️ Is Plan Descriptor Revised? No Change

26. Title I Part A; Title I, Part C
A description of how the LEA will identify and recruit eligible migrant families and youth moving into or currently residing in the district.

Local Identification and Recruitment Plan has been uploaded to the attachments tab.

☑️ Is Plan Descriptor Revised?

27. Professional Learning and all federal programs
A description of how the LEA will provide resources for the purpose of establishing best practices that can be widely replicated throughout the LEA and with other LEAs throughout the State and nation.

Each school has a Leadership Team. Each team member is assigned to chair a committee such as curriculum, school culture, instruction, leadership, communication, and parent involvement. After the remaining faculty has been assigned to the different committees, the chairmen meet with the committee to discuss best practices evident in the school and assigned area for evaluation, as well as analyze data pertaining to the committee. The information gathered in individual schools is brought to the district level for collaboration in order to replicate success in other schools. The programs and projects are evaluated annually to determine if such programs are meeting stated goals.

☐ Is Plan Descriptor Revised?
28. Title II, Part D; E-Rate

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

Teachers taking advantage of technology professional learning have the course funded by the district, as well as the expenses incurred during the training. Teachers willing to use new technology in class are trained in how to appropriately use the technology and are allowed to have the newly purchased technology in their classroom. All Polk School District schools establish a Technology Plan. These plans focus on providing the teacher, students, and administrators with the capabilities to integrate technology effectively into the state curriculum and instruction. The Instructional Team (District Program Directors) uses technology to access databases for analysis purposes.

Review of previous Technology plan

Polk School District completed many of the goals of the previous technology plan including: Polk School District has provided effective and engaging software and on-line resources that have become an integral part of every school's curriculum. All teachers and students have access to modern technology with a student to computer ratio of 1.24:1. Some components of the previous technology plan were incomplete due to decreases in funding. Technology Planning Process Planning for technology is embedded within each school's improvement planning process. The results of these committees in turn direct the system's planning process. In addition, each school has a Media/Technology committee with school and community stakeholder representation. Each year that the state has required the system to update its Technology Plan, the system has placed the plan on our web page for stakeholder input. The following teams are involved in developing and constructing the Technology plan: Polk School District's Board of Education supports technology initiatives. The Board's regularly scheduled meetings are on the 2nd Tuesday of each month. One of the adopted beliefs of the Board is "we believe that technology should be used to support instructional and operational processes." Superintendent's leadership team meets weekly to assure continuous planning and progress toward school improvement. Technology is considered an integral part of each area of the leadership team and is often discussed on a weekly basis. This team is comprised of the Superintendent, Director of Instruction (ESOL and Media), Title I Director, Title II Director CTAE Director, Special Education Director, Director of Student Services, Technology Director, Director of Food Services, Director of Facilities and Transportation, and Business Manager.

District Technology Support Team meets monthly to address support needs and trends.

Each School has a Media/Technology Committee for their school consisting of Administrators, Teachers (Special Education, ESOL, Title, Vocational, etc...), Media Specialists, Parents and Students.

District Technology Committee is comprised of representatives from each of the School Technology Committees and meets twice a year to gather input from the schools for the specific needs of their schools.

Integration/Coordination with other planning initiatives

The superintendent's leadership team facilitates coordination and integration of all long and short term planning within Polk School District. Technology is an integral part of all planning processes. The Superintendent's Leadership team allows for the coordinated effort within the district by
considering each program's impact on other programs, staff development demands, IDEA and other issues that may affect technology.

Needs Assessment

The Polk School District Board of Education set improving student achievement as the top priority goal for the district. Title I and Title II surveys all indicate technology is a top priority for all stakeholders.

Current Reality:

Access to Technology In the latest 2012 State Hardware Survey, Polk School District had the following hardware profile: 6091 modern internet connected computers 1.24:1 student to computer ratio, 69 digital video cameras, 495 data/video projectors,

Student: Computer Ratio By School

Cedartown High School 1.03
Cedartown Middle School 1.58
Cherokee Elementary School 1.10
Eastside Elementary School 1.60
Rockmart Middle School 1.47
Northside Elementary School .99
Rockmart High School 1.32
Van Wert Elementary School 1.44
Youngs Grove Elementary 1.20
Westside Elementary School .91

Polk School District participates in a Volume Licensing Agreement with Microsoft to provide desktop productivity software to all computers of Polk School District.

District Technology Applications:


Networking According to the Technology Inventory Survey from December 2010, Polk School District presently has 6091 modern computers serving 7576 students throughout the district.

All computers are connected to the Internet in 490 classrooms with a student – computer ratio of 1.24:1. Each school has a 100 base-T local area network with a 100-megabit fiber backbone between distribution closets. Each school is connected to the Central Office through a Fiber Wide Area Network through a 1-gigabit aggregation point providing 1-gigabit connectivity to each school. Polk School District is provided with a 50 megabit Internet access by the State Department of Education.

Goal 1 - Access to Technology

- Increase the student to computer ratio
- Provide adequate server capacity for e-mail, storage and improve network efficiency.
- Upgrade to a 1 gigabit Wide Area Network
Polk School District FY 15 Comprehensive LEA Improvement Plan

- Provide Wide Area Network connectivity to the PSD classrooms at Murphy Harpst Academy
- As new facilities are built and renovations are made, classrooms will be equipped with current 21st century classroom technologies
- Provide video-conference capabilities to the District
- Provide Telephone Service as defined by USAC
- Provide e-mail and web hosting services

Goal 2 - Instructional Uses of Technology
- Provide Renaissance Place software
- Provide productivity software
- Support the technology needs of textbook adoptions for each year
- Provide access to grade level content aligned with GPS

Goal 3 - Administrative uses of Technology
- Utilize technology to support Board governance
- Provide an adequate Student Information System
- Provide an adequate accounting and payroll system
- Utilize technology to facilitate the daily operations of the transportation department.
- Utilize technology to facilitate special education instruction and documentation.
- Utilize technology to facilitate maintenance requests and facilities operations
- Provide IT asset management system
- Provide software and hardware needed for CIPA compliance

Goal 4 - Parent and Community uses of Technology
- Provide parent and community access to Polk School District's technology resources.
- Provide voice mail capabilities

Goal 5 - System Readiness for Technology
- Provide site based professional development
- Provide instruction on the 21st century classroom
- Provide instruction and assistance on the use of online assessment

Board Policy Descriptor Code: IFBG Internet Acceptable Use

It is the belief of the Polk County School System that the use of telecommunications, including the Internet, in instructional programs is an educational strategy that facilitates communication, innovation, resource sharing, and access to information. Use of the Internet must be in support of education and research and consistent with the educational mission, goals, and objectives of the school system. It shall be the policy of the Polk County Board of Education that the school system shall have in continuous operation, with respect to any computers belonging to the school having access to the Internet:

1. A qualifying "technology protection measure," as that term is defined in Section 1703(b) (1) of the Children's Internet Protection Act of 2000; and 2. Procedures or guidelines developed by the superintendent, administrators and/or other appropriate personnel which provide for monitoring the online activities of users and the use of the chosen technology protection measure to protect against access through such computers to visual depictions that are (i) obscene, (ii) child pornography, or (iii) harmful to minors, as those terms are defined in Section 1703(b) (1) and (2) of the Children's Internet Protection Act of 2000. Such procedures or guidelines shall be designed to: i. Provide for monitoring the online activities of users to prevent, to the extent practicable, access by minors to inappropriate matter on the Internet and the World Wide Web; ii. Promote the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; iii. Prevent unauthorized access, including so-called "hacking," and other unauthorized activities by minors online; iv. Prevent the unauthorized disclosure, use and dissemination of personal identification
information regarding minors; and v. Restrict minors' access to materials "harmful to minors," as that term is defined in Section 1703(b)(2) of the Children's Internet Protection Act of 2000.

Polk School District Date Adopted: 6/13/2006

Georgia Code

Description Code

O.C.G.A. 16-09-90 Georgia Computer Systems Protection Act

US Code

20 USC 6777 Internet Safety
47 USC 254(h) Universal Service

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

Interoperability and Redeployment procedures Polk School District is actively investigating, evaluating and implementing interoperability standards. PowerSchool Student Information System, Media Center Circulation, Financial Management, Renaissance Place and Special Education IEP software are moving toward SIF (School Interoperability Framework) One objective of Polk School District is to establish standards in purchasing and defining processes and procedures for certifying critical applications as School Interoperability Framework (SIF) compliant. Interoperability among these areas promotes efficiency in data exchange practices. As schools discover older equipment that is broken or has outlived its usefulness, those items should be staged for surplus. Hard drives should be formatted prior to release from Polk School District or an affidavit of proper destruction of hard drives by the receiving recycling company. REDEPLOYMENT One school's surplus property may still be useful in other areas of the District. Technology staff will determine usability and placement.

CIPA Compliance

Polk School District utilizes content filtering, spam filtering and firewall technologies. Specific information for security reasons is excluded in this document but is available on a "need to know" basis. Contact Don Robinson, Technology Director, donr@polk.k12.ga.us. Board Policy Descriptor Code: IIFBGE Internet Safety

Introduction

It is the policy of Polk School District to:

a. Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications; b. Prevent unauthorized access and other unlawful activity; and c. Prevent unauthorized access, use, or dissemination of personal identification information of minors; and d. Comply with the Children's Internet Protection Act [47 USC 254(h)]

Definitions

Key terms are as defined in the Children's Internet Protection Act. Access to Inappropriate Material To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information. Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes. Inappropriate Network Usage To the extent practical, steps shall be taken to promote the safety and security of users of the Polk School District online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: a. Unauthorized access, including so-called 'hacking,' and other unlawful activities; and b. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors. Supervision and Monitoring It shall be the responsibility of all members of the Polk School District staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Procedures for disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Technology or designated representatives. Adoption The Board of Polk School District adopted this Internet Safety Policy at a public meeting, following normal public notice, on March 14th, 2006. CIPA DEFINITION OF TERMS: TECHNOLOGY PROTECTION MEASURE. The term "technology protection measure" means a specific technology that blocks or filters Internet access to visual depictions that are: 1.
OBSCENE, as that term is defined in section 1460 of title 18, United States Code; 2. CHILD PORNOGRAPHY, as that term is defined in section 2256 of title 18, United States Code; or 3. Harmful to minors. HARMFUL TO MINORS. The term "harmful to minors" means any picture, image, graphic image file, or other visual depiction that: 1. Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; 2. Depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and 3. Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. SEXUAL ACT; SEXUAL CONTACT. The terms "sexual act" and "sexual contact" have the meanings given such terms in section 2246 of title 18, United States Code. Polk School District Date Adopted 6/13/2006.

✓ Is Plan Descriptor Revised?

29. Title II, Part D; E-Rate
A description of the LEA’s long-term strategies for financing technology to ensure that all students, teachers, and classrooms have access to technology, technical support, and instructional support.

Goal 1 Access to technology
- Increase the student to computer ratio / SPLOST $75,000/year to purchase approximately 100 computers/year
- Provide adequate server capacity for e-mail, storage and improve network efficiency. Local $15,000/year to purchase 3 servers/year
- Upgrade to a 1 gigabit Wide Area Network E-rate $80,000 Local $40,000
- Provide Wide Area Network connectivity to the PSD classrooms at Murphy Harpst Academy Local $10,000
- As new facilities are built and renovations are made, classrooms will be equipped with current 21st century classroom technologies SPLOST
- Provide video-conference capabilities to the District Local $15,000 / year to purchase 2 units / year
- Provide Telephone Service as defined by USAC Local $200,000
- Provide e-mail and web hosting services. Local $20,000
- Increase wireless connectivity - SPLOST $20,000

Goal 2 - Instructional Uses of Technology
- Provide myON Reader software. Local $52,000/year
- Provide Classworks software. Local $145,751
- Provide Study Island software. Local $235,324
- Provide productivity software Local $55,000/year
- Support the technology needs of textbook adoptions for each year. Local 20,000/year
- Provide access to grade level content aligned with CCGPS Local / Title I / Title II $30,000

Goal 3 - Administrative Uses of Technology
- Utilize technology to support Board governance Local $5,000/year
- Provide an adequate Student Information System Local $60,000/year
- Provide an adequate accounting and payroll system Local $50,000/year Server upgrade $15,000
• Utilize technology to facilitate the daily operations of the transportation department. Local $12,000
• Utilize technology to facilitate special education instruction and documentation. Provided by the state at no charge to the district
• Utilize technology to facilitate maintenance requests and facilities operations Local $12,000/year
• Provide IT asset management system $15,000 / year
• Provide software and hardware needed for CIPA compliance Local $20,000/year

Goal 4 - Parent and Community uses of technology
• Provide parent and community access to Polk School District's technology resources. Local $3,000/year
• Provide voice mail capabilities Local 10,000 / year

Goal 5 - System Readiness for Technology
• Provide site based professional development Local $20,000/year
• Provide instruction on the 21st century classroom Local $10,000/year
• Provide instruction and assistance on the use of online assessment Local $5,000/year

✓ Is Plan Descriptor Revised?

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

Polk School District will utilize a variety of instruments and documentation to evaluate the extent of technology integration strategies. These include, but not limited to:

• Annual State Technology Inventory

• Monitoring of Collaborative Learning Inc. lesson plans – Digital repository for teacher lesson plans. Data can be extracted to determine percentage of instructional technology strategies being used.

• Teacher and Leaders Keys – observation tools to determine the instructional strategies being used in the classrooms

• Benchmark Assessment with Classworks

✓ Is Plan Descriptor Revised?

31. Title II, Part D
A description of how the LEA will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula (e.g., distance learning).
Polk School District will utilize Classworks to assist in providing accurate and timely diagnostic information. Administrators and teachers will use these assessments to monitor the progress of students, as well as plan lessons for specific needs of each individual classroom. Teacher will be using Collaborative Learning Inc. and iTunes U in order to create units and lessons that provide quality CCGPS and GPS instruction. All teachers will be incorporating instructional technology strategies into their lessons in order to not only deliver quality lesson, but to reach the students within their areas of interests, as well as assist them in moving into the digital world.

Polk School District will work toward implementation of video conferencing capabilities to provide distance-learning opportunities within the district and to sources outside of Polk School District.

☑️ Is Plan Descriptor Revised?