

LEA Consolidated Application

District Code: 764 **District Name:** Buford City
Fiscal Year: 2012

Review/Revision Dates:
June 15, 2011 (ALT)
July 28-31 (Community Stakeholders)

Plan Descriptors

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

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

The Buford City School System draws on a variety of sources of information in determining the academic needs of its student body. Chief among those sources are standardized measures of student achievement. The system uses CRCT, GHSGT, EOCT, ITBS, CogAT, GKIDS, NAEP, PSAT/SAT, ACCESS for ELLs, ~~and the 8th Grade technology assessment and~~ along with writing assessment results to gauge the academic progress of students. In addition, teachers and support personnel use other forms of assessment to gauge student needs, such as Renaissance Place, ELT, STAR Reading and Math and Accelerated Reader and Accelerated Math tests, GHSGT predictor tests, ~~Study Island~~ software program, benchmarking through use of the Online Assessment System (OAS), ~~and AIMSWeb program,~~ and ongoing teacher-developed summative and formative assessments, ~~including formal writing assessments at Buford High School in each of the four core subjects every 4.5 weeks.~~

Perhaps most effective in determining the needs of our student body are the various forums for professional exchange of ideas we have established in each of our schools. A similar though less formalized forum for assessment of student needs is supported by our professional learning program, which is structured in such a way as to put the majority of our professional learning resources into Professional Learning Communities, horizontal and vertical teams whose purpose is to engage in ongoing dialogue and professional exploration regarding student needs, ~~performance data,~~ and best practices for addressing those needs ~~and responding to those data.~~

During FY11, these curriculum and instruction conversations ~~are expected to be profoundly were~~ enhanced by information yielded by a newly purchased data analysis tool, District Pulse, as well as by GaDoe's LDS. ~~The District Pulse contract will not be renewed for FY12, as the State's LDS has proven a more than adequate replacement.~~ Additionally, our Response to Intervention (RTI) process is a rich source of information on student progress. The

development of an RTI process has been a key focus for the system in the past ~~four~~ five years.

The LEA needs assessment process is a multi-pronged process. For the past ~~six~~ four years, although none were required by the State to do so, the school improvement team in each of the four schools has completed a comprehensive School Profile. The teams' analyses of data are the basis of the local school improvement goals, which are developed by the team and presented to the school faculty and stakeholders for their **review, revision, and** approval. Similarly, the school profiles and the data analyses contained therein are used by the LEA leadership team and stakeholders to develop system improvement goals.

Our analyses of formal and anecdotal student data have revealed specific groups of students whose academic performance warrant focused attention. Both our SWD and our ELL groups have performed below grade-level in our standardized assessments. In addition, an achievement gap exists between our students who are economically disadvantaged and our overall population. Disparities in academic performances along ethnic lines are not as profound as the disparities between the overall population and our economically disadvantaged students, SWD, and ELL, but nevertheless warrant attention. Another group receiving prioritized attention in recent years is our migrant population. Although we currently have no identified migrant students, the LEA recognizes that the transient nature of their educational experience places these children at greater risk for failure. Therefore, should migrant students enroll in our schools, their test scores and classroom performance will receive scrutiny, and practices will be established specifically to meet their needs. If they are not making adequate progress in their classes, perform below the 35th %tile on the ITBS, or do not meet expectations on the CRCT, they will be given priority placement in summer school, **Saturday school**, and after school programs, and will be targeted by EIP, RTI, and other intervention programs for direct services during the regular school day. Similarly, recognizing that homelessness places students at great academic risk, the test scores and classroom performance of homeless students will also receive scrutiny, and practices will be established specifically to meet their needs. If they are not making adequate progress in their classes, perform below the 35th %tile on the ITBS, or do not meet expectations on the CRCT, they will be given priority placement in summer school and after school programs, and will be targeted by EIP, RTI, and other intervention programs for direct services during the regular school day. Further, in our TA school (BMS), they will automatically be eligible for targeted assistance. Buford City Schools school system utilizes attendance data, discipline referrals, and tribunal recommendations to determine the needs of students related to safety, drug abuse and violence, all of which are barriers to learning, thus impacting student achievement.

Buford City Schools completed the GSHS II (Georgia School Health Survey II needs assessment) to determine the needs of students related to safety, drug abuse and violence, all of which are barriers to learning impacting student achievement. Based on the results of those surveys, scientifically-based research programs have been implemented in our system, including Positive Action, Strengthening Families Program, ATLAS, Olweus Bullying Program, Too Good for Drugs, Life Skills Training Program, A Classroom of Difference, A World of Difference, Anti-Defamation League's – National Youth Leadership Program and Teen Institute, National Institute for Trauma and Loss in Children Crisis Intervention Program,

and National Coalition for At Risk Schools Peer Leadership Program.

Two instruments are used to prioritize needs for Title II Part A: the Standards Assessment Inventory (SAI) and a locally developed professional learning needs assessment. Results from the SAI reflect a perception on the part of faculty and staff that the **five** areas warranting the focus of our professional learning activities are the development of learning communities, the use of data to drive instruction, development of appropriate evaluations of student work, adequate opportunities to apply the learning, and exploration of the elements of quality teaching. The locally developed professional learning needs assessment places a priority on Title II, Part A experiences that address technology integration, writing in the content areas, higher level thinking skills, and differentiated instruction.

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

A description of high-quality student academic assessments that the LEA and schools will use:

- a. To determine the success of children in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards;
- b. To assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under applicable federal programs to meet State student achievement academic standards and do well in the local curriculum;
- c. To determine what revisions are needed to projects so that such children meet the State student academic achievement standards;
- d. To effectively identify students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments;

The Buford City School System uses CRCT, GHSGT, EOCT, ITBS, CogAT, GKIDS, NAEP, PSAT/SAT, ACCESS for ELLs, and W-APT scores along with writing assessment results and quarterly benchmark tests to gauge the academic progress of students. In addition, teachers and support personnel use other forms of assessment to screen students and assess student needs, such as the Early Literacy Test (ELT), STAR Math and Reading and Accelerated Reader and Accelerated Math tests, GHSGT predictor tests, **Study Island** software program, **AIMSWeb Assessment**, benchmark testing, and ongoing teacher-developed summative and formative assessments, **including formal writing assessments at Buford High School in each of the four core subjects every 4.5 weeks**. Upon their students' enrollment in school, parents are required to complete a registration form which asks them to identify the family's home language. Responses to this item on the registration form are used to screen students who are English Language Learners. ~~(See attached form.)~~ Teachers, parents and students are kept informed of progress being made toward meeting the state student academic standards through a variety of stakeholder group meetings, system committee meetings, the system website, newsletters, memos to parents, referral to the OSA Report Card and the GADOE AYP report, curriculum nights and PTO meetings, early release/conference days, school council meetings,

and written exchanges between teachers and parents in student agendas **and through electronic media**. The various assessments are used in our ongoing efforts to ensure that low-achieving students meet State student achievement academic standards and do well in the local curriculum. Interventions prompted by analysis of the assessment results include but are not limited to **summer school**, Saturday School and After School remediation and acceleration; EIP; SRA opportunities; Connections remediation, and credit recovery services; fluency training; access to Study Island software; hand scheduling of individual students; weekly team meetings (as well as Professional Learning Community meetings); grade-to-grade articulation planning, and monitoring by a graduation coach (9-12). All homeless students are automatically eligible for these services, regardless of their academic performance. Determination of revisions needed in our academic programs, including revisions in benchmark tests, teacher-made tests, and other student assessment instruments takes place in a variety of forums including administrative meetings, conferences, and retreats; grade-level meetings and professional learning community discussions; RTI conferences, and SACS CASI, school improvement team, and CIMP committee meetings.

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.

Buford City School System will participate in the National Assessment of Educational Progress if selected. The information yielded from the NAEP will be used to analyze current instructional practices and to inform decisions regarding modifications of current practices.

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.

Buford City School System has a very active and vocal community of stakeholders, and the system and the stakeholders communicate frequently and productively regarding system progress. The curriculum director and assistant superintendent make regular contact with two local newspapers, and news regarding student performance and other indicators of progress appears often in both organs. In addition, the system posts a comprehensive website which supplies information not just about the school calendar and community activities, but also provides information and links that publicize school, system, state, and national indicators of educational progress. Additionally, all four schools have active parent organizations and school councils, and those groups are effective conduits of information. Also, teachers are able to take advantage of a powerful communication tool in using the desktop computers located in each classroom. The student information system, PowerSchool, provides an excellent vehicle for apprising parents of their students' academic and behavioral status, and a large percentage of parents in the community seek out this opportunity, **as well as availing themselves of the opportunity to request automatically generated email updates regarding student progress.**

Finally, the principal at each of our schools uses bulletin boards as well as a monthly newsletter to communicate crucial information to parents and community stakeholders.

In February, 2009, BCSS was granted District Accreditation by SACS CASI, an achievement made possible in part by broad stakeholder support and involvement.

Information about the technology plan is distributed throughout the school system. The community has access to the technology plan from the system web site (www.bufordcityschools.org). The school newsletters will also serve as a means of communicating to parents and community the new and innovative ways Buford City Schools utilizes technology. Stakeholders (those who are affected by the project) are actively involved in planning and implementing technology integration, ~~for example through the newly formed BCSS Technology Taskforce, a groups of teachers, administrators, parents, and community members who are helping address the technology tasks encountered by the system.~~ The school system implements specific strategies for ensuring the input and participation of stakeholders in technology integration.

Methods of showcasing the value of technology in the learning environment include technology demonstrations at PTO meetings, vendor demonstrations, plus classroom visits by parents, community members and business leaders and students. Buford City Schools will expand support for technology-rich learning environments by creating opportunities that promote awareness of, and increase knowledge about, educational technologies currently being used or which will be used by students within the Buford City Community.

Within the immediate school community, a vital mode of marketing the role of technology in the support of student achievement is reflected in the annual BCSS Technology Conference. Offering teachers opportunities to select from a wide range of topics related the instructional technology, the conference has significantly increased staff use of the cutting edge technology provided for them.

The parent portal allows parents and guardians real-time access to vital data. Parents/Guardians have immediate access to their child's progress and assignments. Parents can see the results of tests and assignments as soon as they are recorded by the teacher. All teachers and administrators have email so they can communicate with parents/guardians.

Individuals from our school district (members of the Technology Team, the School Councils, principals, teachers, Director of Curriculum/Media, Professional Development, Special Education, ESOL and support staff) will work to identify outcomes that could be used to measure progress in Buford City Schools use of technology. We will brainstorm ideas for each of the six goal areas. This group and additional teachers will have the opportunity to rank the items in each goal area to help the district prioritize technology usage and long-range planning initiatives.

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.

Buford City School System provides additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards by focusing efforts and resources on programs tailored to address the unique needs of disadvantaged, migrant, LEP, and exceptional students. Specifically, we have implemented a Response to Intervention process that provides authentic information regarding student needs; offer parent involvement activities designed to help parents provide structure at home which is conducive to student success; communicate with parents in both English and Spanish; hold meetings for parents of students who have unique learning needs (e.g., ELL Parent Nights, Title I Parent Nights, etc.); provide self-contained ESOL services at grades 1 and 2; **provide web-based access to English in a Flash and Study Island software programs**; offer innovative remediation opportunities to students during the school day as often as possible (e.g., break tutorials, bus duty tutorials, GHSGT Pullout Program and Communications Skills class at BHS, etc.); provide transportation to and from remediation and acceleration programs offered by the schools before or after the school day or on Saturday; offer Summer School opportunities with a priority on those students who are not successful on the CRCT or GHSGT; support professional learning opportunities which will provide teachers with strategies for addressing the unique needs of these learners; use innovative technology programs (e.g., Study Island and Odysseyware **and AIMSWeb**) to assist in remediation and credit recovery; continue to provide our Language Academy, our program for recent immigrants to the United States; increase the number of students with disabilities who receive instruction in co-taught classrooms; expand our advisement program from grades 9-12 to grades 6-12, providing every adolescent with an adult advocate in the schools; provide paraprofessional assistance in most special education classrooms (beyond the number required); use high school SRA tutors to assist struggling elementary school students; at the elementary school, use a cadre of senior citizens who wish to volunteer as reading buddies for our struggling young readers; at Buford Academy offer a mentoring program (Wolf Pals) for students in need of a reliable adult influence; use flexible scheduling and flex groups to address students' dynamic learning challenges; and provide RTI support at all four schools.

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

A description of the strategy the LEA will use to coordinate programs under Titles I, II, III, IV, V, VI, Part B, Perkins, and IDEA to provide professional learning on the integration of

technology into the curriculum and instruction to improve and support teaching, learning, and technology literacy. The description should include purchasing technology, available technology tools, distance learning opportunities, and professional learning for teachers, administrators, pupil services personnel, any other staff, and parents.

Buford Elementary School, Buford Academy, and Buford High School have been retrofitted and connected to take advantage of communication resources and avenues. Buford Middle School was constructed with current technology specs in mind, as were the recent additions at both BA and BHS. With the significant financial assistance of the local city government, and in coordination with funding from federal and state sources, current hardware and software are continuously updated to make use of faster technologies and multimedia capabilities, as evidenced by an FY11 initiative, the Apple Pilot, through which thirty teachers were provided (through local funding) class sets of iPod Touches or iPads for use in enhancing their content delivery. Furthermore, local PTO funding has allowed BES and BA to expand their technology resources, with BA adding even more Apple mobile technology, and BES adding a significant number of netbooks. In FY12, the BMS PTO will work with the Central Office in providing enough netbooks for all social studies classes to transition to all digital learning resources. Students use technology tools such as Mimeo boards and Student Response Systems in all curriculum areas. We will continue to provide ongoing technology training and support to all staff members, and having received very strong positive feedback from both certificated and classified personnel who participated in our first annual Instructional Technology workshop in January, 2008, we have and will continue to provide a similar opportunity for personnel on a professional learning day annually. Such PD opportunities for teachers are planned with the ITSE NETS*T serving as the parameters. We provide hardware and software to all teachers to develop innovative delivery strategies to deliver content to all students. We will use local technology, SPLOST, and E-rate funds to supply hardware and software in our schools. Learning is supported by technology that is age/grade/subject- area appropriate, current, readily available, and optimally utilized with accompanying software that is aligned with state academic standards. Teachers are trained on the uses of technology available to them and develop a comfort level with technology which allows them to teach freely using technological methods to seamlessly integrate with all other instructional methods and means. Buford City Schools integrates technology effectively into the curricula and instruction with the use of Renaissance Learning's Ren Place, Study Island, Odysseyware, SAT Prep, Kurzweil, and various other software programs. Buford City Schools provides continuing professional development on all aspects of technology and the use of technology in the classroom to enhance instruction and improve student achievement.

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.

Students in the Buford City School System have access to computers and computer labs beginning in kindergarten, when they are provided weekly computer lab visits and activities. As they grow older, students have increasing access to computers, and are provided more opportunities to develop their technology skills. Classrooms are equipped with two to four computers for student use, in addition to the teacher station provided in each room. Numerous software programs provide support for classroom instruction, including STAR Math and STAR Reading, Accelerated Math and Accelerated Reading, Study Island, OdysseyWare, and other curriculum-related programs technology specialists serve to maintain the schools' networks as well as to help teachers integrate technology into their instruction. By the time students enter middle school, students are quite comfortable and familiar with technology, and are prepared for even more formalized technology instruction. Through the Connections block, students are afforded three years of technology instruction, providing opportunities to be quite technologically literate as they enter high school. Results of the Technology Literacy test administered to all eight grade students are analyzed in an effort to identify instructional gaps in the students' K-8 technology experiences. In FY11, BCSS ~~will take~~ took advantage of the offer by GaDOE to provide our students the opportunity to be assessed by the 21st Century Skills Assessment, which ~~we hope will provide~~ provided more salient information than we have had in the past, ~~as we understand that~~ this assessment is aligned with ISTE standards.

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.

Buford City Schools complies with the Principles of Effectiveness by selecting and implementing scientifically and/or evidence-based practices and products targeting assessed needs. A Classroom of Difference/A World of Difference Institute through the Anti-Defamation League was determined to meet our needs for diversity training. A World of Difference Peer Training Program was implemented at Buford Middle School and Buford High School. Following research, discussions with other school systems, and recommendations from peer professionals, The National Institute for Trauma and Loss in Children was determined to meet our crisis intervention needs. An intensive crisis intervention training was implemented for faculty members (school nurses, school counselors, school social worker, teachers, school psychologist) and administrators.

All decisions made regarding instructional approaches and purchases are viewed through the Best Practices lens. Professional learning is aligned with nationally established criteria, and the system uses National Staff Development Council and Georgia Staff Development Council standards to underpin professional development activities. The SAI is conducted each spring, and data gleaned from this instrument are among the key indicators used by school and system leadership teams to develop, assess, and revise annual goals. As the GPS rollout has taken

place, professional development in Buford City School System has evolved to address teachers' needs. The system has transitioned to a professional learning communities model, and all activities conducted in the PLCs are tied to helping teachers help one another target their instructional practices toward GPS standards ~~(or in the case of subjects in which GPS are not developed or not yet implemented, QCC objectives).~~

Professional development activities for Buford City Schools focus upon improving student learning. Teachers and staff use technology that enables them to provide students with engaging standards-based content to enhance the learning process. We will provide professional development to teachers and staff through learning/sharing sessions during planning periods, staff meetings, Teacher work days, after school, and offer individual assistance when necessary. Buford City Schools is committed to a long-term financial plan which provides students and teachers with suitable technology to support learning, and at the same time, protects the community's investment. We understand that responding to the financial challenges presented by the need to make technology available to our students is multifaceted. This includes not only the initial purchase price of the equipment, but must also include the infrastructure to connect each school to the district and every student and staff member to the Internet. Staff training is essential, both in the use of the equipment and software, as well as instructional strategies for the integration of this technology into the curriculum. Buford City Schools Board of Education realizes that technology is a fundamental requirement for the provision of a basic education and thereby allocated a dedicated ongoing source of revenue. Funding this effort will require multi-source approach. Buford City Schools will use the following sources to fund hardware and software purchases. These amounts do not represent staffing costs: Local Technology Funds, SPLOST Funds, E-rate Funds, and Title II D Funds (if allocated).

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.

Buford City School System is data-driven, thus we habitually look at student needs before we look at funding sources. Our question is not "How do we spend the funds we have allocated to us?" Instead, we begin with a student-focused question: "What are the needs of all of our students?" and "What are the needs of our disaggregated groups?" In addition to consideration

of the special needs of our disaggregated groups, similar consideration is given to the needs of our migrant and homeless students. Upon identifying those needs, we then begin piecing together our funding sources. The system has four schools; the K-1 and 2-5 schools have Title I school-wide programs. The school-wide model has enabled us to coordinate and integrate programs, services and funding sources. The middle school is a Title I Targeted Assistance school, and this model has enabled us to supplement local efforts at targeted intervention on behalf of students performing below grade level. We have completed a thorough analysis of our system profile, and our three-year goals were developed and funds will be allocated in response to that analysis. The coordination of timelines, budgets and programs take place in the central office through a collaborative effort on the part of the assistant superintendent and the directors of curriculum, special education, technology, and professional learning. Monthly meetings of the system leadership team allow for continuous review of system and school needs. One example of how coordination of various programs led to improvements in student services is in the appointment of an Instructional Support Specialist. As the LEA leadership team discussed the system and school needs assessment data, the following concerns emerged:

- * Teachers were prone to believe that the solution for individual students' learning problems was placement in special education.
- * Administrators were consumed for many days each month in the administration of the SST process.
- * Insufficient follow-up to SST modification was occurring.

Recognizing that potential solutions for these problems lay in the domain of several different programs, the Director of Curriculum and Instruction, heeding the suggestions of teachers and school principals, worked with the Superintendent, Assistant Superintendent, Director of Special Education, and Director of Professional Development to develop a new position that would address this need. The Instructional Support Specialist has served two profoundly important purposes: 1) she played a pivotal role in helping teachers understand the many options available to them before special education is considered, and 2) she contributed significantly to the development of a Response to Intervention protocol, helping coordinate the efforts of teachers, parents, administrators, and students in improving individual student achievement. ~~Now that she has the schools' RTI programs up and running, she has been able to return to her first love, EIP services.~~

The system has transitioned to a professional learning communities model, and all activities conducted in the PLCs are tied to helping teachers help one another target their instructional practices toward GPS standards (or in the case of subjects in which GPS are not developed or not yet implemented, QCC objectives).

Professional development activities for Buford City Schools focus upon improving student learning. Teachers and staff use technology that enables them to provide students with engaging standards-based content to enhance the learning process. We will provide professional development to teachers and staff through learning/sharing sessions during planning periods, staff meetings, Teacher work days, after school, and offer individual assistance when necessary. Buford City Schools is committed to a long-term financial plan which provides students and teachers with suitable technology to support learning, and at the same time, protects the community's investment. We understand that responding to the financial challenges presented by the need to make technology available to our students is multifaceted. This includes not only the initial purchase price of the equipment, but must also include the infrastructure to connect each school to the district and every student and staff

member to the Internet. Staff training is essential, both in the use of the equipment and software, as well as instructional strategies for the integration of this technology into the curriculum. Buford City Schools Board of Education realizes that technology is a fundamental requirement for the provision of a basic education and thereby allocated a dedicated ongoing source of revenue. Funding this effort will require multi-source approach. Buford City Schools will use the following sources to fund hardware and software purchases. These amounts do not represent staffing costs: Local Technology Funds, SPLOST Funds, E-rate Funds, and Title II D Funds (if allocated).

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.

Buford City School System is using Positive Action, ~~Strengthening Families~~, and Making Diversity Count, ~~which that~~ meet the Principles of Effectiveness, based on Georgia School Health Survey II data results and thereby assuring a safe/orderly and drug-free learning environment. In addition, drug, violence, and tobacco standards are incorporated into the science and health curriculums. The SDFSCP collaborates with various community entities including parents, federal, state and community leaders as well as school officials. Our system utilizes Buford City Schools Professional Learning Committee and Administrative Leadership Team as means of collaboration to plan, coordinate, and implement strategies for the Safe and Drug Free Schools program. Our school system has continued to participate in GSHS II (Georgia School Health Survey II) to provide accurate assessment of our needs. We conducted GSHS II ~~annually in October 07 and May 08~~ and this data is currently being shared and disseminated to committee members. Our SDFSCP strategies and specific programs will be reassessed and revised if necessary. Committee members are responsible for ultimately sharing the results and/or changes to our SDFSCP with their counterparts and faculty via faculty meetings, written notification, etc. A full-time social worker and five guidance counselors coordinate the efforts of the school and community in developing strategies to prevent violence in and around our schools and to combat the illegal use of alcohol, tobacco, and drugs. Local school faculty and staff carry out various programs that support the effort, as well. Included in those programs are Red Ribbon Week, gang awareness seminars, substance abuse awareness programs, school attendance incentives, character education, and advisement for students in Grades 6-12. As a condition of employment, new hires submit to drug testing, and all employees are subject to monthly random drug tests. Assessment data are shared with teachers, parents, community entities, and other stakeholders in a variety of venues, including professional learning community meetings, professional development days, PTO meetings, Parent Nights (including separate ESOL Parent Nights), Open House, Curriculum Nights, newsletters, Title I Parent Involvement Committee activities, School Council meetings, and website links. All written communication with parents is provided in both Spanish and English, and interpreters are on hand at all meetings to ensure that Spanish speaking parents

are not marginalized.

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.

Buford City School System uses Federal Free and Reduced Price lunch data to determine Title I and Title IID eligibility. BCSS does not rank order because we have only one school in each grade span. Percentages of students affected by poverty are roughly equal in the primary and elementary schools, and the middle school poverty rate follows closely; appropriations are made accordingly

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.

Performance data for students enrolled at Buford Middle School, our only TA location, are analyzed on an ongoing basis by grade-level teams and by the school leadership team. **Priority for service is given to those students who score highest on a weighted rubric which considers the students' status in the following categories including, but not limited to; CRCT performance (Reading, ELA, and Math), homelessness, primary language, English proficiency, special education, migrant status, retention, EIP (including length and recentness of service), and teacher recommendation.**

Students are provided with additional support on the basis of academic performance on the CRCT, the ITBS, and on the Fifth Grade Writing Assessment. Students who are encouraged to attend summer school in order to be promoted to the next grade are also provided support. In addition, students who receive free or reduced meals, receive support from RTI, have limited English skills, or are referred by a classroom teacher are eligible for support.

The services provided by SDFS to students in Title I targeted schools will be based on the specific needs of students in that school just as services are provided to all other students in our system.

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.

Buford Elementary School and Buford Academy, our two SWPs, build the instructional program around the needs indicated through data analysis. Both schools employ more paraprofessional assistance than is required by GBOE rules, and both schools operate classrooms at or below the maximum class-size limits (although the system has applied for a waiver of the class size limits due to our class sizes being, for the first time, at the limit in some instances). Interventions are provided for those students who are not performing on grade level both during the school day and in programs outside the school day. . At Buford Middle School, the system's only TA program is based primarily on services rendered through the Connections block, but after school and Saturday school services are provided, as well. ~~Reading,~~ English language arts and mathematics Connections classes with low teacher:student ratios are provided for those students whose academic performance has indicated a need, thus allowing those students to get a second serving in those subject areas. Study Island, a software program designed specifically for identifying and remediating students' individual weaknesses, is an essential part of the remediation programs at both Buford Middle School and Buford Academy.

Flex scheduling is used during Flex Time at BES, BA, and BMS, allowing teachers to regroup students as often as necessary in order to address their dynamic learning needs. In addition, a strong push for the establishment of co-teaching environments has taken place at all four schools, with the needs of learners being met by not one, but two adults. All instructional approaches are designed in response to intense data analysis and are based on Best Practices.

All students are provided with instruction on drug and safety awareness issues in a manner appropriate to their age and in alignment with the health and science GPS for their grade. Required materials and training will be funded through Title IV (if available) local or partnership funds. SDFS programs/activities as referenced above are available to all schools for all students including those in alternative school settings, After-school Programs, or other settings addressing high risk youth. Programs include Positive Action, Strengthening Families Program, ATLAS, Olweus Bullying Program, Too Good for Drugs, Life Skills Training Program, A Classroom of Difference, A World of Difference, Anti-Defamation League's – National Youth Leadership Program and Teen Institute, National Institute for Trauma and Loss in Children Crisis Intervention Program, and National Coalition for At Risk Schools Peer Leadership Program.

No local institutions for neglected or delinquent children operate within our attendance zone; however, creative placements of such children occur from time to time, and those children are automatically provided Title I services in our TAP, and of course in our SWP, as well.

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.

Local school guidance counselors, administrators, **the graduation coach at the high school**, registrars and teachers will work with community resources such as the City Marshall to identify students who are homeless, referring those students to the system social worker who will work with the coordinator of federal programs to assess the needs of the student(s). Assistance in procuring housing, clothing, school supplies, medical services, and food will be coordinated through the social worker's office, and Title I funding will be set aside to provide for the needs of homeless children enrolled in Buford City School System . The system provided professional learning for all employees in 2005-2006 through Donna Beegle's "Understanding Poverty" workshop series, and this particular professional learning experience will be reinforced with subsequent learning experiences annually. All support for homeless children of youth will be provided behind the scenes and/or away from the school campus in order to avoid isolating or stigmatizing the recipients of the support.

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.

The original Comprehensive Plan was developed in committee by a collection of stakeholders including a school board member, school administrators, teachers, parents, and students. The committee met intermittently over two months, first completing the school profile, then assessing the implications of the profile. In subsequent years, the principals have presented the

previous years' plan to their stakeholders, and collected comments and suggestions for revision. The narrative descriptions were ~~written~~ revised after committee members brainstormed the essential elements to be included in each description, and ~~are~~ continue to be updated annually with the input of the extended leadership team, who bring to the table to input of their school-level stakeholders. Further, for FY12, system stakeholders meetings held on Thursday, July 28 and Friday, July 29 elicited input regarding the Consolidated Plan (as well as the Parent Involvement Plan, the Title VIB plans, and technology priorities). Buford City Schools provides facility and financial resources in order to bring together parents and staff members for the purpose of developing effective parent involvement activities. LEA leaders lend support to the efforts by attending planning meetings as well as activities. Consultants or other specialists will be contacted by LEA leaders as the need arises. School-level parent involvement plans are developed by advisory committees in each of the four schools, and the system-level plan is developed by a committee that will include a school board member, teachers from all four schools, students from the middle school and high school, parent representatives from each school, the superintendent and his assistant, the curriculum director, the special education director, and the Instructional Support Specialist. The plan will be distributed to parents and other stakeholders by November, 2010. Our on-site translator will translate the document into Spanish, and the Spanish and English versions will be distributed simultaneously. The special education director, who also serves as the Director of Student Services, will visit our local Head Start facility and offer parent information sessions. Multiple modes of communication will be used to encourage parent involvement in school activities. The system website, newsletters, school council, PTO meetings, curriculum nights, and mentoring programs are some of the modes the system will use to inform parents of opportunities for involvement. Forums for parent ideas are expected to produce additional possibilities. All activities conducted will have a data collection component built in for evaluation, and a survey will be conducted in January and in June to be used to evaluate the efficacy of our parent involvement activities. The system parent involvement committee will meet in late January and mid June to review and revise the parent involvement plan in response to the surveys. Parents are involved in multiple areas of the SDFSCP which may include but not limited to Consolidated Application, Red Ribbon Week Activities, Community Service Projects, Advisory Boards and School councils and school/ community workshops.

16. Title I, Part A

A description of the actions the LEA will take to assist its schools identified as needs improvement schools.

Should one of our schools enter NI status, the LEA will reorganize funding allocations to allow the NI school to focus on the specific issues leading to their identification as a school in need of improvement. The system will take even greater advantage of the DOE SI specialists, and will elicit the assistance of all available resources to identify and correct those weaknesses leading to the problem. The following steps will be followed: Year One: The school will provide written notice of the NI status to parents and will develop a school improvement plan within three months of identification. Because the system has only one school at each level, the school will offer SES from state-approved vendors, instead of school choice. Year Two:

The school will follow the steps from Year One, again offering SES from state-approved vendors. In subsequent years, the school will continue to follow the steps required by the Georgia Department of Education.

17. Title I, Part A

A description of the actions the LEA will take to implement public school choice and supplemental educational services for schools identified as needs improvement.

Should one of our schools be required to offer choice, we will request permission to offer SES instead, as we have only one school at each level in our school system. Parent meetings and conferences will be held at which parents will be offered the opportunity to have their students participate in an approved state program and will be presented with information on those programs. Parents will be encouraged to contact directly the programs in order to have their questions answered so that they might make the best choice for their student. Parents will then be provided a reasonable window of opportunity to apply for the services. The Title I coordinators will determine the number of students who can be served and rank the requests according to free and reduced lunch participation. This process will be completed and SES will begin according to the startup and implementation timelines established by GADOE. If implementation of SES should be required, Buford City School System will adhere to all requirements regarding administration of the program, taking the following steps: 1. A notification letter will be sent to parents of eligible children regarding the availability of SES. The notification letter will include * a list of approved providers and description of services (including state-wide providers). * an explanation of procedures to determine student eligibility * an offer to assist parents in choosing a provider. 2. Required records will be maintained, including * lists of schools offering SES and the number participating at each school, eligible student participating at each school, lists of eligible students participating at each school, lists of students served by each provider * copies of parent requests with dispositions of each request indicated on each form * signed agreements/contracts between the school district and each provider serving Buford City School System children * worksheet indicating calculation of per pupil maximum for SES * prioritized list of students to be served (if funds to serve all eligible students are insufficient) 3. The Assistant Superintendent's process for receiving and addressing complaints by parents and/or providers will be provided to all parents and providers. 4. The Assistant Superintendent will maintain documentation regarding the resolution of all complaints.

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;

At a ~~2009-2010~~ 2010-2011 Highly Qualified rate of 100% in Title I schools and 99% system-wide, Buford City School System ~~had, at least for the year, achieved~~ did not achieve the goal of 100% of the staff earning the HQ designation. However, Buford City Schools offers a variety of forms of assistance to help teacher achieve Highly Qualified status. ~~In the past, all teachers~~ The one teacher who lacked HQ status ~~were~~ was counseled on an ongoing basis by the personnel director and the building principal regarding avenues for becoming Highly Qualified. ~~For those who chose to take the GACE,~~ reimbursement was made through Title II funds when evidence of a teacher's having taken the required test was presented.

~~In the past,~~ teachers have also been reimbursed for coursework and textbooks when they chose to pursue a course sequence through Darton College. Delivery models for special education instruction (e.g., collaborative instruction) have been adopted which allow us to ensure that a teacher who is Highly Qualified in the subject area plans and delivers the instruction along with the special education teacher. Endorsement programs in areas of identified need, specifically ESOL, reading, and gifted instruction have been offered on site for the past three years, and will continue to be offered as need warrants. Stipends are paid from Title II funds to those teachers who complete the rigorous sequence of courses leading to ESOL endorsement, as this is one of our system's areas of greatest need.

Teacher development is also nurtured through the offering of degree programs on site through Piedmont College, a wide variety of professional learning opportunities, and release time for planning and for observation of teachers who demonstrate best practices.

One-hundred percent of the teachers in the Buford City School System have demonstrated technology proficiency either by taking the InTech course or by passing the proficiency test. Technology courses are offered free of charge to all staff members, and while they were originally designed to help teachers acquire the skills necessary to pass the technology test, the program has evolved into a system for supporting all teachers, at all skill levels, in improving their technology proficiency.

All Buford City Schools ESOL teachers are ESOL-endorsed by the state of Georgia, and all maintain certification in a concentration, ranging from elementary education to field-specific 7-12 certificates. Each of these base certificates reflects competency in communications skills. In addition, applicants for ESOL positions most often emerge from the current teacher population, and have demonstrated exemplary written and oral communication skills over the course of several years. Applicants from outside the system are carefully interviewed, and the interviewers' assessments are combined with indicators from the applicants' references to assure communicative competence.

During the first two weeks of school, letters are sent home to all parents informing them of their "Right to Know" the professional qualifications of their child's teachers and paraprofessionals (attached). The same letter is included in all registration packets so that parents who enroll their children after the first weeks of school receive notification of this right. In addition, this information is included in the parent section of the student agenda books. Parents of children who have been taught by a teacher who is not considered highly qualified receive a letter notifying them of those circumstances not later than the twentieth day of instruction. This is ensured by the communication between the school level administrator and the personnel director, and by submission by the principal to the personnel director of any such distributed letters. All other teachers of record are Highly Qualified. When a teacher goes out on extended leave (e.g., family or medical leave), and if a substitute who is Highly Qualified cannot be found, the principal distributes a letter (attached) explaining the circumstances and describing the qualification of the long-term substitute.

Buford City Schools Equity Plan

~~2010-2011~~ 2011-2012

Submitted on Attachments tab

19. Professional Learning; and all federal programs

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

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

One of our system's greatest needs is new and better ways to support English Language Learners. To that end, we have **in the past** provided on site access to and tuition for three online courses required for adding an ESOL endorsement to a professional certificate. In addition, funds were set aside for use as stipends for those teachers and administrators who completed the endorsement series. For those teachers who are willing to pursue coursework or other endorsements that address the needs of our students who are at risk (especially ELL, SWD, and economically disadvantaged students), the system will solicit petitions to pay registration and fees and expenses. In addition, the school system has paid tuition for **eight** teachers to complete the University of Georgia's gifted endorsement coursework. Each school will provide time for teachers to work collaboratively on behavior plans, with the goal of providing for students a consistent set of expectations. School administrators will receive continuing education on behavior management, as will teachers who demonstrate a need for assistance. Particularly useful in individual cases is the Harry Wong series, a practical approach for teacher who need help in managing their classrooms and their workloads. Book

studies organized at the school level have also proven helpful with matters of instructional effectiveness, student engagement, and classroom management..

Powerschool, the student information system used by BCS, provides for teachers an easy and effective way of communicating with parents regarding student progress. For those parents who do not have computer access, Powerschool produces clear and helpful hard reports on student progress and will be used by teachers and administrators to maintain records of student behavior and achievement.

Parent involvement has also been a focus of a number of evening activities at the schools, including but not limited to arts and technology nights, family movie nights, All-Pro Dads breakfasts, "Math Mania" Saturdays, "Are You Smarter than Your Student?" trivia nights, and conference-style parent programs at which participants select a number of breakout sessions addressing parenting and school issues.

Professional Learning Communities, discipline- and grade-level teams, and school improvement committees will work in each school to complete initial analyses of student data, then will present the data to those stakeholders for whom the analyses are relevant. Other professional learning opportunities (SDFS) include child abuse recognition training, teacher home visits, poverty workshops, diversity sensitivity training, bullying workshops, gang workshops, mentoring, and classroom management seminars. In addition, extensive professional development on integration of technology into the classroom is provided on an on-going basis, with particular emphasis on developing trainers among our teaching corps, with the expectation that our best professional development will be provided for peers by peers.

Professional Learning opportunities for SDFS include examples included: child abuse recognition training, teacher home visits, poverty workshops, diversity sensitivity training, bullying workshops, gang workshops, mentoring, classroom management, and crisis intervention.

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**.

Buford City School System began a three-year cycle of professional learning with the approval of the 2007 2010 Comprehensive LEA Improvement Plan, which will drive professional learning for the next three years. The plan, with specific and measurable goals for student achievement, is tied directly to necessary professional development activities. Federal, state, and local money will be allocated to ensure implementation, monitoring, and revision of the plan, as deemed warranted by the Professional Learning Committee. Data used to review and revise the plan will include annual administration of the SAI, a review of teacher progress toward HQ status, input regarding school performance and climate from the local school and system-wide Comprehensive School Improvement (CSI) and leadership teams (which include

all coordinators of federal and state programs), school councils, and PTOs. The plan will be updated on a continuous basis in response to these analyses. Results of these analyses will be redelivered in each of the four schools in a variety of forums including but not limited to staff meetings, vertical team meetings, professional learning communities, PTO meetings, Open House, Curriculum Nights, and Parent Nights.

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.

Each school within the Buford City School System is currently using Professional Learning Communities, an initiative that was significantly bolstered by a school system team's attendance at a very powerful PLC conference in New Orleans in June, 2007. These communities are one of the primary vehicles for identifying and filling the professional learning needs of the staff members in the school. As budgets are built, the CLIP will continue to be relied on to provide guidance for allocation of funds.

In addition, funds will be earmarked for projects that are ongoing, such as our system's Best Practices, writing initiatives, all of which have a significant professional development component. Analysis of student performance data has frequently prompted professional development initiatives in the past, and will undoubtedly do so in the future. Analysis of AYP and other sources of student performance data will continue to have an impact on a professional learning program that maintains enough flexibility to respond to the ever-changing needs of our dynamic student and community population.

Professional learning activities follow guidelines of federal programs including Title IA and Title IIA as well as the National Staff Development Council's twelve standards. Professional learning opportunities are provided for all staff members, including bus drivers, paraprofessionals, school nutrition personnel, custodians, and clerical staff, as all staff members have the potential to facilitate the academic progress of our students.

Among the types of professional learning offered are general pedagogy enrichment (e.g., Best Practices and GPS training); teacher acculturation (e.g., New Teacher Induction); content area enrichment (e.g., GPS redelivery in specific subject areas); specific teacher needs (e.g., classroom strategies); teacher-initiated book studies; technology (e.g., Office Suite for productivity; hardware orientations, etc.); student support (e.g., SDFS initiatives like Strengthening Families Program).

Although we would contend that 100% of the professional learning opportunities offered in Buford City School system are of high quality, clearly not all of them are 100% scientifically based. Such activities as our New Teacher Induction are a hybrid of scientifically based

programs (e.g., Best Practices training) and programs developed by the LEA (e.g., the aspects of the induction which address acculturation). Scientifically based learning opportunities account for approximately 75% of the professional learning occurring in BCSS.

100% of the teachers in the school system participated in at least one high quality professional learning activity during 2009.

The fall FY08, spring FY08, ~~and spring FY09~~, and spring FY10 GSHS II Needs Assessments are currently being utilized to develop programs and/or services for school personnel and students in the area of SDFSC. Collaborating with the Professional Learning Committee and Administrative Leadership Team, the results of the GSHS II is being shared, thus ensuring SDFSC program needs are infused with professional learning opportunities developed and utilized for all faculty members in the system. Faculty representatives from each individual school participated in TLC Institute Crisis Intervention training.

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

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

Each year, Buford City School System compiles a list of names and addresses of the private schools within the Buford attendance zone, as well as a list of names and addresses of all private schools where Buford students attend. An invitation to these schools to consult on the availability of federal funds both to private and public schools is sent via registered mail. The invitation specifies a time and place for the consultation, and also offers the option of consultation with individual schools, should other commitments on the part of the private school officials make attendance at the designated time and place inconvenient or impossible. To date, no private school has opted to participate. In the future, if a school should choose to participate, then Buford City Schools will work with that school to plan for the year.

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.

Buford City Schools will utilize the SDFS GSHS II Needs Assessment to refine, improve and strengthen SDFS services for students and school personnel. The SDFS GSHS II Needs Assessment will be conducted on an annual basis. At the leadership retreat held annually in June, each principal will present to the system leadership team an analysis of his or her school's progress toward the goals established in the Comprehensive Plan for Improving Student Academic Achievement. This analysis will represent the work of the local school improvement team, and will be accompanied by the improvement teams' suggestions for revisions to the Comprehensive Plan. With this assistance of his or her system leadership team colleagues, each principal will carefully review the analysis and the recommendations, ensuring that the conclusions reached by the school's improvement team are an accurate reflection of the school's academic achievement. The system leadership team will prepare a presentation for the CLIP committee, who will ultimately decide how best to revise the

Comprehensive Plan in order to increase student achievement.



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.

Buford City School System will work closely with the Piedmont Migrant Agency to identify migrant children and their families, and will provide supplementary education services such as EIP and Connections remediation to those students in need of additional support. The system social worker will coordinate efforts to help these children and families gain access to education, health, nutrition, and social services as appropriate.

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.

A comprehensive packet of forms has been developed in order for registrars and administrators at each school to form a clear picture of incoming students. If students arrive without records from previous schools, they are enrolled and placed as accurately as possible based on information provided on these forms by their parents/guardians. The schools then make a diligent effort to contact previously attended schools in order to acquire the official records for the student's file.

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.

Buford City School System will work closely with the Piedmont Migrant Agency to identify migrant children and their families. In addition, school registrars will be trained to take comprehensive histories from families who appear with no school records, and will help identify patterns of family movement which might indicate that the family migrates to maintain employment. A form in each registration packet asks parents to indicate if they work in any of the jobs identified by federal guidelines as being frequently filled by migrants. This form, along with the recruitment work of the PMA, leads to the identification of the majority of migrant children in the district.

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.

Buford City Schools provides a SDFSC community resource guide that includes local contact information on mental health counseling, drug and alcohol treatment as well as other community resources. It is available for all personnel in the system as well as parents and may be accessed through our web site. In addition, workplace safety employee bulletins are emailed to employees on a monthly basis. Professionals within the Buford City School System establish and share best practices primarily through activities emerging from professional learning experiences, particularly through Professional Learning Communities. These professional learning groups are formed specifically for the purpose of identifying school and student needs then exploring the best practices addressing those needs. Vertical and horizontal planning allows for further sharing of unit and lesson plans as well as sharing of strategies and approaches. Professional development experts from MRESA and from the private sector are utilized to work with teachers in improving their effectiveness. The transition from the Quality Core Curriculum to the Georgia Performance Standards is well under way in the Buford City School System. The focus has shifted from objectives taught by teachers to standards reached by students. This standards-based instruction is based on practices emerging from research.

28. Title II, Part D; E-Rate

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

The vision of Buford City Schools is to provide opportunities for students to gain the knowledge, values, and skills necessary to be productive lifelong learners in a changing society. Technology is currently used in all areas of the work force and students must be prepared to adapt to new and different media, using technology as a tool for success in the future. In order to reach this goal, it is necessary to guide students toward technology literacy by providing opportunities to develop personal productivity skills and attain content area knowledge. Teachers facilitate conduct activities that promote technology and facilitate an active student-learning environment where students use computers to link to real world, relevant topics. Parents have access to real-time data on their child's grades, attendance, homework, and test scores.

We believe that technology is a tool for learning that expands our instructional repertoire and is the vehicle that maximizes the capacity of all teachers and learners. It is the vision of Buford City Schools that students be engaged in a stimulating academic environment and a challenging curriculum that is student-centered and focused on inquiry-based learning.

Specifically, we envision that technology is available and effectively supported for all students and staff:

- To provide global access to information
- To meet the curricular needs of all learners
- To provide access to the general curriculum
- To refine critical thinking skills and foster creativity
- To provide a medium for expression and communication
- To collect, assess, and share performance information

- To improve the effectiveness of administrative tasks
- To provide skills and proficiencies necessary for the workforce

Current Reality:

We have in place a wide area network (WAN), which facilitates communications within the school district and beyond, Internet access, resource sharing, video applications, etc. Our local area network (LAN) facilitates sharing of printing services; resource sharing among administrators, teachers, and students; and expedites administrative duties of faculty and staff. All students and teachers in all classrooms in Buford City Schools currently have generous and equitable access to technology. Recognizing however, that technology is a dynamic arena, the system has prioritized its plan for retooling and refurbishing the technology at each school, with updates for software and replacement of hardware scheduled on an annual basis. A variety of funds will be used to carry out this plan, including but not limited to: Title IID (if allocated), SPLOST, Professional Learning, and Locally budgeted funds.

The needs for each school are assessed annually by school and district staff through the use of both local and state surveys and local inventories to insure both equity and appropriate access. Student demographics and school facilities are considered in the assessment.

All hardware and software resources are linked to the student outcomes, targets, and indicators in technology, the curriculum, and the goals and objectives in the Technology Plan.

The district maintains a website at www.bufordcityschools.org and develops and maintains applications for district-wide use over the Internet. **During the summer of 2011, a massive overhaul of the wireless network was completed, in keeping with the growing reliance of students and staff on mobile technologies.** In addition, all schools write and maintain their own individual school sites. Access is limited from outside the network by the firewall. Every staff member has an e-mail account capable of sending and receiving e-mail locally (LAN), district-wide (WAN), and globally (Internet). All district computers have network access giving them the ability to access file servers, print servers, e-mail, and the Internet. All schools are interconnected by fiber optic cabling which provides speed and reliability. All schools have been equipped with numerous wireless access points that provide “untethered” network coverage anywhere within the building.

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.

Buford City Schools is committed to a long-term financial plan which provides students and teachers with suitable technology to support learning, and at the same time, protects the community’s investment. We understand that responding to the financial challenges presented by the need to make technology available to our students is multifaceted. This includes not

only the initial purchase price of the equipment, but must also include the infrastructure to connect each school to the district and every student and staff member to the Internet. Staff training is essential, both in the use of the equipment and software, as well as instructional strategies for the integration of this technology into the curriculum. Buford City Schools Board of Education realizes that technology is a fundamental requirement for the provision of a basic education and thereby allocated a dedicated ongoing source of revenue. Funding this effort will require a multi-source approach. Buford City Schools will use the following sources to fund hardware and software purchases. These amounts do not represent staffing costs. Local Technology Funds, SPLOST Funds, E-rate Funds, and Title II, Part D funds (when/if available).

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.

Needs assessments have been and will continue to be conducted in the spring of each school year, with the intent of gather data which will help focus the professional learning programs in the Buford City School System. These surveys provide opportunities for employees to request additional technology training, particularly with regard to integration of technology into daily classroom activities. In addition, horizontal and vertical planning meetings provide a forum for developing rich learning opportunities for students, and an emphasis is placed by the teams and by the local school administration on technology integration. Reviews of teachers' lesson plans give school leaders insight into the degree to which technology implementation is occurring; in addition, Principals' Walk-Throughs and teacher evaluations provide opportunities for teachers to receive feedback regarding the degree to which they are meeting the system's goals for blending technology into daily practice.

31. Title II, Part D; Title V

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).

Buford City School System implemented in school year 2006 two new and specialized delivery models: ClassWorks (grades 2-5) and NovaNet (grades 9-12). Both programs are web-based, and each provides an opportunity for students who have demonstrated weaknesses in reading, language arts, and mathematics to receive computer-based individualized instruction. For the 2010 school year, NovaNet was replaced by Odysseyware, a credit recovery software program deemed by the LEA and BHS leadership teams to offer a far richer experience than that offered by NovaNet. **For the 2012 school year, ClassWorks will be replaced by Study Island, a intervention software program deemed by the LEA and the K-8 leadership teams to offer a far richer experience than that offered by ClassWorks. A program filling a similar need and functioning in a similar way, AIMSWeb, is in place in kindergarten**

~~through sixth grade.~~ With our technology department working as a part of the curriculum and instruction team, we are ever vigilant to find new ways to use the medium of the future, the internet, to capture our students' imaginations and nurture their skills. To that end, our Board of Education has funded with local money at K-12 initiative involving a partnership with Apple, through which a pilot is being conducted to test the efficacy of using mobile devices (e.g., iPod Touches and iPads) to enhance instruction.

We also have focused and will continue to focus on meeting the needs of our gifted students, having paid tuition for ~~eight~~ teachers to pursue their gifted endorsement during the 2009 school year. In addition, in an effort to serve a broader range of our high school students, we have expanded our Advanced Placement offerings, working in vertical teams to prepare students for the rigor of the AP curriculum. We not only aim to add new courses, but we also intend to work on ways to appeal to students who might not have previously seen themselves as AP students. We will continue to provide opportunities for all ninth, tenth, and eleventh grade students to take the PSAT free of charge in hope that they will be prompted to begin looking beyond high school graduation and toward college or other post-secondary education and training.