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| **LEA Consolidated Application** | | | |
| **District Code:** | 761 | **District Name:** | Atlanta Public Schools |
| **Fiscal Year:** | 2016 |  | |

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| **Plan Descriptors** |

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| **LEA has reviewed the Plan and no changes have been made for this school year.**   |  | | --- | | **1. Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A and Part D; Title III; Title IV; IDEA; Perkins; EHCY** | | **A description of the process the LEA used to determine the academic needs of its student body including the unique needs of students served through each applicable federal program. An analysis of the results should be included.** | | During the 2014-2015 school year, 75% of our students were eligible for free and reduced priced meals. Student ethnicity was recorded as 77% African-American, 14% Caucasian, 7% Hispanic, 2% Multiracial, and 1% Asian American Indian, Alaskan, and other ethnicities. 92 of our schools are designated Title I.  Each year, every school in the Atlanta Public School System (APS) creates a School Improvement Plan (SIP) that includes demographic data, stakeholder perception data, student learning data, and school process data. The SIP planning committee members are comprised of the following stakeholders: parents, community representatives, teachers, administrators, and paraprofessionals. These committee members meet to discuss, interpret, and analyze the school’s data. They create a plan that focuses on improving instructional practices in order to improve student achievement.  The SIP is presented to central office personnel to help drive decisions to improve student achievement. Additionally, meetings are facilitated with leaders from Central Office Support Staff, which consist of Human Resources, Teaching and Learning, Title I, Title II , Program Compliance, and Student Services to address:   * equitable access to highly qualified teachers, paraprofessionals, and school and system leaders * equity in teacher experience * equity in teacher training * equity in class sizes * recruitment and retention of highly qualified teachers   APS gathers information for the comprehensive needs assessment plan by holding focus groups with both internal and external stakeholders. These focus groups consist of human resource representatives, content coordinators, parents, teachers, paraprofessionals, building level administrators, business partners, and district level leaders. Once needs are identified, school administrators work with the Title II team to discuss how to support teacher and leader effectiveness. Based on the data, the needs assessment results indicate that professional learning is critical for all core content areas, specifically mathematics and reading. Also, the district should focus on recruitment incentives for hard to fill areas.  The Title II and human resource teams review school and system level data to look for patterns and trends. They look for inequalities within and between schools. They meet with principals and other school level administrators to discuss the SIP plan.  APS developed a five-year strategic plan. In order to develop the plan, APS heard from its stakeholders via various feedback channels, which included town halls, neighborhood meetings, parent advocacy groups, small group discussions, school site visits, surveys, and principal/administrative meetings. After listening to our stakeholders, a strategic plan was developed that has four strategic goals in the following areas:   * **Academic Program** — Our students will be well-rounded individuals who possess the necessary academic skills and knowledge and are excited about learning. * **Talent Management** — We will retain an energized and inspired team of employees who are capable of advancing ever-increasing levels of achievement for students of all backgrounds. * **Systems and Resources** — We will improve efficiency (productivity, cost, etc.) while also making decisions (including resources allocations) that are grounded in a strategic academic direction and data. * **Culture** — We will build trust with the community, and we will have engaged stakeholders (employees, students, parents, community members, partners, etc.) who are invested in the mission and vision and who support the creation of student-centered learning communities.   These four goals will drive APS thinking, actions, and investments over the next five years.  Our HR Leadership team, in collaboration with the senior cabinet, has developed robust talent strategy to include the following:   * high quality, researched-based professional learning opportunities for teachers, paraprofessionals, school administrators, and district staff * Title II-A funds to support the recruitment and retention of school leaders * Title II-A funds to train principals and leaders on the evaluation tool for teachers compensations * APS analyses the data below in order to apply corrective actions if necessary and to support the academic needs of our student body. * **HiQ status of teachers**: Atlanta Public Schools has an overall highly qualified status of 99.54%. Assessments of the issues have been reviewed and the district is working diligently to determine suitable resolutions and internal controls in order to achieve 100% highly qualified status for teachers. * **HiQ status of paraprofessionals:** Atlanta Public Schools has an overall highly qualified status of 99.79 %. Assessments of the issues have been reviewed and the district is working diligently to determine suitable resolutions and internal controls in order to achieve 100% highly qualified status for paraprofessionals. * **Teacher training to meet diverse student needs:** Student assessment data and feedback from instructional profiles, teacher needs assessments, teacher observation/assessment data, and advisory groups led to the identification of gaps in instructional practice. The gaps are in mathematics, science, and special education student needs. * **Teacher experience:** The distribution of teacher experience in the district is consistent with national trends. Most teachers in the system fall under the “Middle Level” category with three to twenty years of experience.   + Teacher experience in the district is as follows: * **(0-3yrs.) 17.5%** * **(3-20 yrs.) 64%** * **(>20 yrs.) 18.5%** * **Class size:** During the 2015-2016 school year, APS will utilize the Georgia class size student to teacher ratio as a basis to ensure equity for both Title I and non-Title I schools. Additionally, the district was granted a waiver by the Atlanta Board of Education to exempt the Georgia class-size maximum requirement. Specifically, this wavier added an additional five (5) students per teacher for grades K-8 and an additional three (3) students for grades 9-12   + Title I teachers are earned based on the state’s class-size reduction formulas and can only be implemented after state and system maximum class size requirements have been met. All schools must have their master schedules completed in Infinite Campus so that the Title I office can verify that the school is eligible for class-size reduction teachers.   + The Supplement/Supplant guidance prevents the usage of federal funds for class size reduction without meeting set class size (QBE) requirements first. In addition, class size reduction supported with Title II funds must be listed as a priority need as assessed by annual needs assessment and listed as a strategy in the System Implementation Plan (SIP) and applicable School Improvement Plan.   **Retention:** Teacher retention is a priority for Atlanta Public Schools. The overall retention rate for teachers has declined at each level.  **2011-2012 2012-2013 2013-2014 2014-2015**  Elementary: 92% 92.16% 91.04% 90.98%  Middle: 92.73% 91.15% 91.80% 91.21%  High: 92.32% 92.02% 90.62% 90.92%   * **Recruitment:** During the 2015-16 school year, APS will partner with the New Teacher Project to revamp our recruitment strategy and have a focus on the following areas:   + **World Language**- Establish a quality pool of potentially highly effective world language teachers. Spanish remains a hard-to-fill area of focus for the district.   + **Special Education** - Establish a quality pool of potentially highly effective special education teachers. Severely intellectually disabled exceptionalities remain a hard-to-fill area of focus for the district. * **Advisory Board**- APS utilizes its district-wide Career, Technical, and Agricultural Education (CTAE) Advisory Board to recruit and secure talented, skilled, and highly qualified candidates for employment. * **Student Teachers**- APS has established relationships with student teachers who complete their student teaching experience in APS through pre-service orientations. These orientations serve as a recruitment tool to encourage student teachers to apply to APS. Student teachers are also invited to participate in external hiring events. * **College/University Relations**- Representatives from Human Resources visit with local colleges/universities to maintain relationships with students and tell them about opportunities within APS. Recent graduates are targeted through college and university career centers and job boards. * **Teach For America (TFA)** - APS continues to partner with TFA to place highly qualified teachers in the following K-12 areas: math, science, social science, English/language arts, reading, special education and foreign language. * **Social Networking-** APS utilizes Facebook, Twitter and Linkedin to post positions that are vacant within the district.   **Prioritized Needs:** The departments of Human Resources, Teaching and Learning, Curriculum and Instruction, Title II, Title I, and the Accountability/Research and Evaluation team will collaborate to ensure equitability across schools and provide support to all staff with an emphasis on teachers and leaders.According to the needs assessment results, the following have been identified as priority areas of need: Preparation, Induction, and on-going support for teachers, aspiring and novice principal’s support which includes mentoring, modeling coaching and ongoing professional learning.   * Professional learning that meets the needs of teachers and leaders in all content areas, with an increased emphasis in math, science, and special education * Recruitment and retention of highly qualified and highly effective teachers, paraprofessionals, and administrators in schools * Offer incentives to promote teacher and leader opportunities and to recruit teachers in high need areas * Hire additional personnel to support professional learning for teachers in core content areas * Hire additional personnel to support professional learning for leaders * Provide professional learning opportunities to ensure that support staff has exemplary skills needed to build the capacity of teachers and leaders * Professional development concentration on teacher effectiveness and patterns of achievement, classroom management, and student engagement for single gender schools * Provide job-embedded learning experiences for teachers and leaders   Furthermore, in previous years, class size reduction teachers were included in the budget. However, in FY14, the district did not utilize Title II for class size reduction teachers. In FY16, APS will provide Title I schools the opportunity to utilize Title I funds for class size reduction according to federal guidelines.  Atlanta Public Schools understand the impact of establishing and maintaining equity across the district and within schools. In alignment with the APS Strategic Plan, professional learning opportunities will be provided for the continuous professional, personal, and technical development of all staff. The district is developing a 3-year professional learning plan for all staff to ensure that instructional and non-instructional staff receive high-caliber professional learning opportunities and resources. In alignment with the Georgia Department of Education’s expectations for professional learning as indicated through the new state rule, professional learning will emphasize job-embedded, focused and differentiated professional learning and support. To ensure that professional learning translates into measurable student achievement and teacher and leader effectiveness, each school will also have access to district content learning specialists. The Offices of Curriculum and Instruction and Human Resources will work collaboratively to develop a strategic plan for professional learning to ensure positive student outcomes and improved teacher and leader efficacy.  Strategic planning for teacher and leadership development programs began during the 2014-15 school year. During the 2014-15 school year, the Office of Professional Learning began the development of the teacher leader career pathways as well as the comprehensive leadership development for aspiring leaders, assistant principals, experienced principals, principals at historically-challenging schools, highly-effective principals and associate superintendents.  During the 2015-2016 APS will continue to provide induction support for teachers and leaders through mentoring and coaching. As part of the Teacher Induction Program, teachers will be supported by an Instructional Mentor who will collaborate with induction phase teachers to set professional goals. In addition, the Instructional Mentors will observe their assigned induction phase teachers and provide feedback and mentoring support. Induction phase teachers will also participate in two Beginning Teacher Seminars and one Veteran Teacher Observation.  In alignment with the APS Strategic Plan, the Curriculum and Instruction Department, intends to provide in-service training opportunities for the continuous professional, personal, and technical development of all staff. As we work to address this indicator, APS will continue work to increase the consistency and quality of professional development opportunities to all stakeholders  In addition, in alignment with School Keys Standard 2.1 – "Organizational Structures and Processes Encourage Student, Parent, and Community Involvement," our district reaches out to the larger community by inviting them into our system in a variety of ways to seek out areas of concern and develop plans to help improve areas where we have noted deficiencies. PTA meetings, Local Schools Council, Teacher Advisory Committees, CTAE Advisory, and Principal Advisory Board, to name a few, are ways in which everyone can be involved to try to find necessary changes in moving students and the district forward. As we work to address this indicator, APS will continue work to increase the consistency and quality of these interactions.  Just as teachers have to differentiate instruction, the district differentiates resources and support to accomplish goals. Thus, various departments and administrators such as the Regional Associate Superintendents of Schools, Teaching and Learning, Career, Technical and Agricultural Education, Administrative Services/Title I department and Program Compliance, Special Education, Instructional Technology, Human Resources, Research, Planning and Accountability, and Communications work collaboratively to determine systemic needs for the district's diverse student population. Student assessment data is analyzed to adequately convey this information to internal advisory groups and parent and community groups which ultimately lead to targeted planning of professional development, development of intervention and implementation strategies, and plans for monitoring and assessing quality and results.  The Human Resources Department will partner with the Title I to ensure that internal stakeholders are involved and are active participants in the implementation of the Equity Plan goals. Likewise, the Division of Curriculum and Instruction, Communications Department, and the Board Office will ensure that external stakeholders are involved in the implementation and decision-making process. The goal of increasing stakeholder involvement will be addressed throughout the 2015-2016 school year with monitoring points each quarter.  The Accountability/Research and Evaluation team will provide continuous assessment and evaluation of the program and student achievement to ensure effectiveness of professional learning and classroom instruction. In addition, Associate Superintendents, Core and Extended Core (e.g. CTAE), Core Content Specialist, Teaching and Learning, Title II Education Specialist and the Federal Grant Specialists will work together to provide support and to monitor the initiative.  In alignment with Teacher Keys Performance Standard 1-Professional Knowledge, the teacher demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.  Atlanta Public Schools adheres to the state testing program. The system administers, on an annual basis, the following assessments: Georgia Milestones End of Grade and End of Course Assessments, Georgia Kindergarten Indicators of Developmental Skills (GKIDS), CTAE End-of-Pathway Assessments (EOPAs), and the Georgia Alternative Assessment (GAA). Several of these tests are administered in both pen/pencil format and online. All regular program students, including home bound and homeless students, are tested as appropriate for their grade level.  To ensure compliance with Title I Part-C (Migrant Education), GaDOE Occupational Survey questions have been incorporated within APS Student Enrollment Form. If yes, responses to any of these questions are received, the name and contact information is forward to the ABAC Migrant Education Consortium to determine Migrant status and eligibility for program services and support. Students who are deemed eligible for Migrant education program services, receive support at their local school and offered additional academic support, resources and other services coordinated by the ABAC consortium. Student grades and progress reports from their home school are used to identify their weakness and determine if additional support is needed. Tutorial sessions are designed to address deficiencies and to ensure students master skills required to meet academic standards.  Students living at homeless shelters and Neglected and Delinquent Facilities receive tutorial support and resources to address their academic needs in math and reading. Technology support, instructional materials, and supplies are identified by the Program administrators from each shelter/facility, tutors, and APS Staff – Title I Special Programs Manager and Homeless Education Liaison. Consultation visits are completed to monitor program services, check inventory, and ensure compliance with Title I N&D and Homeless Education Program requirements.  As part of the registration process in APS, a student enrollment form is completed by the enrolling parent/guardian for each student. In order to ensure compliance with Title III requirements, the enrollment form contains a three-question Home Language Survey. If a response to any of the Home Language questions is a language other than English, the student is assessed with the WIDA Consortium’s language proficiency screener, the W-APT. Students who are deemed eligible for ESOL program services based on state-established criteria, and are provided with ESOL support services by highly-qualified ESOL teachers. According to state and federal requirements, all identified ELs are assessed annually with the WIDA ACCESS assessment. The ACCESS data are then reviewed by local school and district ESOL staff to determine ESOL program exit or continued placement in the ESOL program services for the following year. ACCESS data are also used to determine Title III AMAO 1 and AMAO 2. EL performance on Georgia Milestones determine Title III AMAO 3. This data is shared with all stakeholderss. The chart below provides an overview of the district performance on Title III AMAOs:  Recent review of ESOL data shows that while the district continues make gains in AMAO 1 (progress) and in AMAO (proficiency), the district continues to struggle with AMAO 3: EL performance in the content areas of reading and math. The analysis of ESOL indicates that the district has failed to meet performance targets for ELs for 4 years; thus, the district has submitted the requisite Title III District Improvement Plan to the Georgia Department of Education. APS ESOL staff is working collaboratively with the district coordinators from ELA/Literacy and in Math to develop an understanding of the linguistic and cultural needs of ELs and how to improve instruction to meet those needs in the regular education classroom.  Students referred to Special Education through the SST receive a comprehensive evaluation to determine eligibility for special education services. Students with disabilities were given the same criterion-referenced tests as other students. Additionally, the GAA was administered to special education students with significant cognitive disabilities, in accordance with the state procedures. Decisions for determining the academic needs of the student body served through the Title II D grant were made collaboratively with the Associate Superintendents Directors of Schools and administrators of those schools with the prescribed demographics and technology needs as outlined per the grant.  Students participating in the Title II D program are engaged in learning experiences with increased rigor, which accelerates their conceptual understanding of the content standards and process standards development. Teachers in these targeted schools are receiving a jump start in becoming familiar with the new GPS they will be required to rollout in 2007-08. The baseline year for administering the BAMs to third grade students was 2005-2006. These data will be used to determine what revisions will be necessary to assist students in meeting State student academic standards. In 2011-12, the district administered a computer-adaptive assessment to all students in grades 3 – 8 in the areas of reading and mathematics. The computer-adaptive assessment is a norm-referenced assessment. In addition to the assessments stated above, the system participates in the National Assessment of Educational Progress (NAEP) in grades 4 and 8.  High school students are encouraged to take the PSAT, SAT, ACT, and Advanced Placement exams and the CTAE End-of-Pathway Assessments. Many of these tests are administered in the spring of each academic year. In 2000 – 2001, the district contracted with instructional and accountability systems to develop and conduct instructional profiles (audits) of all APS schools. Instructional profiles describe the prevalent teaching practices that were identified during classroom observations. The teaching practices that are searched for in the observations are known to be necessary (best practices) for meaningful student learning, and are derived from four research-based Instructional Principles:   * Effective learning will occur if teachers group students appropriately, focus instruction on students' needs, abilities, and learning styles; and keep students meaningfully and actively engaged at appropriate levels of difficulty for an entire lesson. * Effective learning will occur if teachers use time and resources to maximize instructional time for all students, based on their learning differences and required learning time. * Effective learning will occur if teachers teach the academic standards at the appropriate level, and put into action daily lessons that contain all of the instructional elements known to be effective in supporting learning activities that accommodate students' different learning backgrounds and styles. * Effective learning will occur if teachers use a variety of instructional strategies that are researched based and known to actively engage students in learning activities that are appropriately challenging.   Assessment data (discussed below) support the findings conducted via the classroom observations and provides a platform on which professional development is based and new instructional practices will be adapted.  These initiatives will be described in more detail in later sections. Upon receipt of the test reports, results are first reviewed by Testing & Assessment (T & A) to ascertain the accuracy of the scores, then compiled and analyzed. Not only does T & A review the results for all district students, the department compares APS student performance to the performance of students across the State. Data is disaggregated for all students as well as subgroups (ethnic groups, economically disadvantaged, homeless students, and students with disabilities). Once the data have been reviewed and interpreted by T & A it is then reviewed with and by both the Superintendent and Chief Academic Officer. Upon the approval of the Superintendent, the results are distributed to Associate Superintendents of Schools and if necessary, released to schools. Associate Superintendents of Schools use the data to structure a plan for instructional improvements and to evaluate the performance of school leaders.  State and system reports are further analyzed by principals and their instructional staff/teachers to fully understand student and teacher performance, help them evaluate the impact of their instructional program, and guide/make changes that are data based. District Snapshots and Test Briefs (testing summaries) are prepared by T & A and shared with every level of the organization from Board and the Senior Executive Leadership Team to partners and the public. APS analyzes assessments not only to assist the district to understand our ESEA Accountability waiver status but also to frame or adopt new approaches to teaching and learning, to make hiring decisions and to guide the purchase of instructional materials and tools.  APS is a data-driven organization and as a result has implemented several new initiatives in response to district data. In 2006-07 a new Math Initiative was established. System performance in math has not consistently shown the levels of progress anticipated based on our formerly implemented reforms models. In 2007-08 APS established two new gender specific middle schools which have since grown to include high schools. Again, data suggests that males are not performing at the same levels as females in general but females are not performing as well as males in specific subject/content areas. Also, there is evidence that student performance begins to decline when students move into secondary programs. More focus is required at this level to ensure better student achievement and progress. The district has established a system goal of student success.  In 2011 – 2012, Georgia submitted an ESEA waiver for accountability. As such, there are three lists on which schools across the state that require additional action: Priority, Focus and Alert Schools. In to 2015, Georgia submitted a renewal to the ESEA waiver to accountability. As a result, was granted consent to provide support for Priority & Focus schools.  Priority Schools will be identified every three years. These schools are among the lowest five percent of Title I schools in the state based on the achievement of the All Students group in terms of proficiency on the statewide assessments and have demonstrated a lack of progress on those assessments over a number of years in the All Students group; are Title I-participating or Title I-eligible high schools with a graduation rate less than 60 percent over a number of years; or Tier I or Tier II schools under the School Improvement Grants (SIG) program that are using SIG funds to implement a school intervention model. The Priority Schools are: Connally Elementary School, Coretta Scott King Young Women's Academy High School, Dunbar Elementary School, Maynard H. Jackson, Jr. High School, Mays High School, School of Health Sciences and Research at Carver, School of Technology at Carver, South Atlanta School of Health and Medical Science, The Best Academy at Benjamin S. Carson High School, The School of the Arts at Carver, Therrell School of Engineering, Math, and Science, Therrell School of Health and Science, Therrell School of Law, Government and Public Policy, Thomasville Heights Elementary School, and Douglass High School. Douglass HS will use School Improvement Grant (SIG) funds this year to implement a school intervention model.  Focus Schools will be identified every three years. These schools are Title I schools that have the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups or, at the high school level, have the largest within-school gaps in graduation rates (within-school-gaps Focus Schools) and are Title I high schools with a graduation rate less than 60 percent over two years that are not identified as Priority Schools (low-graduation-rate Focus Schools). The Focus Schools are: Benteen Elementary School, Bethune Elementary School, Boyd Elementary School, Brown Middle School, Centennial Place Elementary School, Cleveland Elementary School, Continental Colony Elementary School, D. H. Stanton Elementary School, Dobbs Elementary School, Fain Elementary School, Fickett Elementary School, Gideons Elementary School, Grove Park Intermediate School, Humphries Elementary School, Miles Intermediate School, Parkside Elementary School, Peyton Forest Elementary School, Slater Elementary School, The John Hope-Charles Walter Hill Elementary Schools, Toomer Elementary School, Towns Elementary School, Young Middle School.  **Overall Test Results: (Will Update When Georgia Milestones Test Results are Received)** 2014 Spring CRCT – Overall, the district's performance remained rather consistent with Spring 2013 performance in most grade levels and subjects. The meets or exceeds proficiency percentages for all APS students are represented below along with a comparison to the Spring 2012-2013 CRCT meets or exceeds proficiency percentages:   * Eighty-six (86) percent compared to 87% in 2013 of all APS students met or exceeded proficiency in English/Language Arts * Seventy-three (73) percent compared to 74% in 2013 of all APS students met or exceeded proficiency in Mathematics * Ninety-one (91) percent compared to 90% in 2013 of all APS students met or exceeded proficiency in Reading * Sixty-six (66) percent compared to 67% in 2013 of all APS students met or exceeded proficiency in Science * Seventy (70) percent compared to 69% in 2013 of all APS students met or exceeded proficiency in Social Studies * Seventy-two (72) percent of all APS 3-5 graders compared to seventy-four (74) percent of all APS 6-8 graders students met or exceeded proficiency in Mathematics * Eighty-eight (88) percent of all APS 3-5 graders compared to ninety-four (94) percent of all APS 6-8 graders students met or exceeded proficiency in Reading.   Spring EOCT-2014 – Overall the APS students performed fairly well in all subjects except for Analytic Geometry, Coordinate Algebra, and Mathematics II, US History, Biology, and Physical Science. The meets or exceeds proficiency percentages for all APS high school students are represented below:   * Seventy-nine (79) percent of all APS high school students met or exceeded proficiency in 9th Grade Literature * Eighty-seven (87) percent of all APS high school students met or exceeded proficiency in American Literature * Twenty-seven (27) percent of all APS high school students met or exceeded proficiency in Analytic Geometry * Sixty-one (61) percent of all APS high school students met or exceeded proficiency in Biology * Twenty-eight (28) percent of all APS high school students met or exceeded proficiency in Coordinate Algebra * Seventy-five (75) percent of all APS high school students met or exceeded proficiency in Economics * Eighteen (18) percent of all APS high school students met or exceeded proficiency in Mathematics II * Sixty-eight (68) percent of all APS high school students met or exceeded proficiency in Physical Science * Fifty- nine (59) percent of all APS high school students met or exceeded proficiency in U.S. History   The system is working diligently to ensure that we will see real/solid performance in those subjects in which the Georgia Performance Standards have been instituted. Simultaneously, we are continuing our work toward full implementation of the Common Core Georgia Performance Standards (CCGPS).  **Common Core Georgia Performance Standards**  During the 2012-13 school year, teachers and administrators participated in professional learning sessions designed to strengthen their understanding of the Common Core Georgia Performance Standards. During pre-planning, teachers were provided with an overview of the standards and introduced to a 7-part lesson plan template that will outline specific strategies for literacy and technology integration and extension and intervention support for students. In 2015-2016 the work of implementing Common Core will continue. Two major district wide Professional Learning opportunities have been scheduled. Teachers, Administrators, and curriculum based staff will have the opportunity to attend. APS and the GE foundation created a partnership to support Common Core and academic success for the students of APS and guidance for the staff in 2013-2014.  During the year, teachers will continue to participate in school, cluster, region, and district professional learning opportunities that will include lesson plan development sessions, lesson studies, and professional learning community structures that support analysis of student work and researched instructional best practices. Moreover, teachers of Science, Social Studies and the Technical Subjects will participate in professional learning designed to strengthen their capacity as teachers of literacy. Several professional development opportunities were made available June 2014 thru September 2014 via RT3 and Title II funding.  All student reports are shared with all internal and external stakeholders in a variety of formats. Again, test briefs are shared with all interested parties. Highlights are shared during public Board meetings and published on the website. Schools share performance results with parents through PTSA meetings, newsletters, homeless parent community meetings, and formal advisories (if the school is in Needs Improvement). Title IV (Safe and Drug Free Schools and Communities) provides programs to prevent violence in and around schools, the illegal use of alcohol, tobacco and drugs, and to provide safe and drug-free learning environments that support academic achievement. | | APS uses the following data sources: principal data, student performance data, teacher performance, HiQ data, teacher and leader effectiveness data, stakeholders data, CRCT, EOCT, graduation rates, free and reduced lunch percentages, teacher placement based on lowest achieving, highest need schools, recruitment and retention data, stakeholder surveys, and TKES/LKES data | |
| **Is Plan Descriptor Revised?** |

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| **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:**   * **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;** * **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;** * **To determine what revisions are needed to projects so that such children meet the State student academic achievement standards;** * **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**   As indicated in Descriptor #1, APS administers a variety of assessments, used to identify/diagnosis student needs as well measure academic performance. These include state required assessments, benchmark tests, online assessments, teacher developed tests, and rubrics). State mandated assessments are used to evaluate how well APS students are performing based on performance standards system expectations/goals and how our performance compares to students from across the State. Data reports are used at both the district and school levels to determine the need for academic improvements. These reports guide improvement strategies for both the district and classrooms.  K-12 Cluster Associate Superintendents of Schools use assessment reports to help principals analyze the strengths and weaknesses in their instructional programs. Principals are then able to work with their teachers on new or enhanced teaching and learning practices/approaches. Teachers examine the data for each of their students to identify the gaps in the student's performance. Once all student data has been examined, teachers are able to develop individualized learning plans for their students and design a strategy to differentiate instruction.  Data reports are also shared with parents and stakeholders to elicit their involvement and support in meeting the goal of: student success. Performance results continue to suggest that there are still areas that require special attention (mathematics and science). These areas will be targeted in the development of instructional strategies and benchmark/diagnostic tests. Special emphasis will be placed on creating items for benchmark and teacher made tests that meet the more rigorous standards of the GPS. Students experiencing difficulty in reading, math, and science will receive additional instructional support.  The ESOL population in APS continues to grow. The past two years have seen a number of newcomer students, many who are “Unaccompanied Minors” enroll in the district. The district has recognized the need for additional staffing due to the growth in the number of newcomer and limited-formal schooled English Leaners on the secondary level. Additional district support staff and ESOL teaching staff have been hired to support the needs of schools who serve these students. As a result of the district’s failure to meet all three Title III AMAOs with its ELs for the fourth year, the district is required to formulate and implement a District Improvement Plan. The Title III District Improvement Plan was reviewed by the superintendent and is now on file with the GaDOE Title III Program Unit.  An analysis of EL performance on state-mandated assessments has supported the district’s plan to improve the ability and understanding of general education teachers to meet the linguistic and cultural needs of ELs. Additional plans include the improvement of understanding of EL needs by district-level and building-level administrators and school staff who work daily with parents. Collaborative efforts are also already underway with district ESOL staff and the ELA/Literacy and Math Coordinators. These efforts include professional learning and training to instructional coaches and classroom teachers as well as supports for developing curricular documents that meet the needs of the district’s growing EL population.  As a result of the district’s failure to meet all three Title III AMAOs with its ELs, the district is required to implement a District Improvement Plan. The Title III District Improvement Plan is approved by the BOE and superintendent and on file with the GaDOE. An analysis of EL performance on state-mandated assessments has supported the district’s plan to improve the ability and understanding of general education teachers to meet the linguistic and cultural needs of ELs.  Students with disabilities are given all of the required standardized tests. Individualized Education Program (IEP) meetings are on-going throughout the school year to monitor student progress. Student progress on IEP goals and objectives is provided to parents with the issuance of progress reports and report cards. Student performance is shared with parents and the larger community through several vehicles including but not limited to: parent conferences, newsletters, APS and school websites, report cards and PTA/PTO meetings.  Atlanta Public Schools collaborates with the ABAC Consortium and Georgia Department of Education to identify, recruit and coordinate program services to Migrant students in attending schools in APS school district. Students are accessed academically in their regular school setting provided support to address identified needs. Additional support is provided based upon progress report and grade report cards reviews by the ABAC Consortium Migrant Education Program Specialist/staff. If needed, students receive tutorial support, supplies and other resources to ensure their academic success.  Atlanta Public Schools Homeless Education and Neglected & Delinquent programs and services are coordinated by district level staff. The Homeless Education Liaison and Title I Special Programs Manager work collaboratively to provide support for students who reside in homeless shelters and N&D facilities within the APS attendance areas. McKinney-Vento and Title I Set-Aside Grant funds are used employ tutors to provide academic support afterschool and during summer enrichment and transition programs at the homeless and N&D locations. Tutors complete pre and post assessments to determine student progress and identify areas needed for program improvements. Assessments are also completed by students during their independent and group computer-based study time. Technology and academic resources are provided to assess and improve student academic success in Math and Reading/LA subjects. |
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| **Is Plan Descriptor Revised?** |

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| **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.** |
| |  | | --- | | **A description of high-quality student academic assessments that the LEA and schools will use:**   * **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;** * **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;** * **To determine what revisions are needed to projects so that such children meet the State student academic achievement standards;** * **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;** | | |  | | --- | | As indicated in Descriptor #1, APS administers a variety of assessments, used to identify/diagnosis student needs as well measure academic performance. These include state required assessments, benchmark tests, online assessments, teacher developed tests, and rubrics). State mandated assessments are used to evaluate how well APS students are performing based on performance standards system expectations/goals and how our performance compares to students from across the State. Data reports are used at both the district and school levels to determine the need for academic improvements. These reports guide improvement strategies for both the district and classrooms.  K-12 Associate Superintendents of Schools use assessment reports to help principals analyze the strengths and weaknesses in their instructional programs. Principals are then able to work with their teachers on new or enhanced teaching and learning practices/approaches. Teachers examine the data for each of their students to identify the gaps in the student's performance. Once all student data has been examined, teachers are able to develop individualized learning plans for their students and design a strategy to differentiate instruction.  Data reports are also shared with parents and stakeholders to elicit their involvement and support in meeting the goal of: student success. Performance results continue to suggest that there are still areas that require special attention (mathematics and science). These areas will be targeted in the development of instructional strategies and benchmark/diagnostic tests. Special emphasis will be placed on creating items for benchmark and teacher made tests that meet the more rigorous standards of the GPS. Students experiencing difficulty in reading, math, and science will receive additional instructional support.  The ESOL population in APS continues to grow. The past two years have seen a number of newcomer students, many who are “Unaccompanied Minors” enroll in the district. The district has recognized the need for additional staffing due to the growth in the number of newcomer and limited-formal schooled English Leaners on the secondary level. Additional district support staff and ESOL teaching staff have been hired to support the needs of schools who serve these students. As a result of the district’s failure to meet all three Title III AMAOs with its ELs for the fourth year, the district is required to formulate and implement a District Improvement Plan. The Title III District Improvement Plan was reviewed by the superintendent and is now on file with the GaDOE Title III Program Unit.  An analysis of EL performance on state-mandated assessments has supported the district’s plan to improve the ability and understanding of general education teachers to meet the linguistic and cultural needs of ELs. Additional plans include the improvement of understanding of EL needs by district-level and building-level administrators and school staff who work daily with parents. Collaborative efforts are also already underway with district  ESOL staff and the ELA/Literacy and Math Coordinators. These efforts include professional learning and training to instructional coaches and classroom teachers as well as supports for developing curricular documents that meet the needs of the district’s growing EL population.  As a result of the district’s failure to meet all three Title III AMAOs with its ELs, the district is required to implement a District Improvement Plan. The Title III District Improvement Plan is approved by the BOE and superintendent and on file with the GaDOE. An analysis of EL performance on state-mandated assessments has supported the district’s plan to improve the ability and understanding of general education teachers to meet the linguistic and cultural needs of ELs.  Students with disabilities are given all of the required standardized tests. Individualized Education Program (IEP) meetings are on-going throughout the school year to monitor student progress. Student progress on IEP goals and objectives is provided to parents with the issuance of progress reports and report cards. Student performance is shared with parents and the larger community through several vehicles including but not limited to: parent conferences, newsletters, APS and school websites, report cards and PTA/PTO meetings.  Atlanta Public Schools collaborates with the ABAC Consortium and Georgia Department of Education to identify, recruit and coordinate program services to Migrant students in attending schools in APS school district. Students are accessed academically in their regular school setting provided support to address identified needs. Additional support is provided based upon progress report and grade report cards reviews by the ABAC Consortium Migrant Education Program Specialist/staff. If needed, students receive tutorial support, supplies and other resources to ensure their academic success.  Atlanta Public Schools Homeless Education and Neglected & Delinquent programs and services are coordinated by district level staff. The Homeless Education Liaison and Title I Special Programs Manager work collaboratively to provide support for students who reside in homeless shelters and N&D facilities within the APS attendance areas. McKinney-Vento and Title I Set-Aside Grant funds are used employ tutors to provide academic support afterschool and during summer enrichment and transition programs at the homeless and N&D locations. Tutors complete pre and post assessments to determine student progress and identify areas needed for program improvements. Assessments are also completed by students during their independent and group computer-based study time. Technology and academic resources are provided to assess and improve student academic success in Math and Reading/LA subjects. | | |
| **Is Plan Descriptor Revised?** |

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| **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.** |
| |  | | --- | | APS recently implemented the 2012-2015 technology plan and will implement an instructional model enabled by technology in support of the National Education Technology Plan of 2010, Transforming American Education: Learning Powered by Technology. The following components of the national plan critical to this vision include: learning, assessment, teaching, infrastructure, and productivity.  **Teaching**   * Engage technology to provide tools and resources to help educators improve instructional practices. * Use technology to connect educators to learning, data, content, and systems allowing them to develop, maintain, and assess learning experiences.   **Learning**   * APS will create engaging and empowering learning experiences for all students that reflect their lives and their futures through standards-based technology integration practices, * Teachers will employ technology to implement relevant, rigorous, and engaging learning experiences that promote student creativity and learning. * APS administrators will create, promote, and sustain a shared vision for purposeful change that maximizes the use of digital resources to meet learning goals, support collaborative and technology-based instructional practices, and augment the performance of district and school leaders.   **Assessment**   * Evaluate authentic learning by developing and using assessments. * Develop assessments that incorporate digital tools and resources to measure students' contextual learning and promote creativity and active participation. * Use comprehensive technology-based assessment tools to measure and drive student learning.   **Infrastructure**   * Utilize available and relevant technology to create a comprehensive, device-neutral learning infrastructure where educators, students, and parents can collaborate, communicate, or learn wherever an Internet connection is available. * Develop a learning environment that provides 24/7 secure access to data stored in multiple locations.   **Productivity**   * Use best practices in technology to design and implement learning and organizational structural changes that improve the roles and processes of Atlanta Public Schools.   In July 2011 the State of Georgia adopted the National Educational Technology Standards for Students (NETS-S). This standard is defined by the International Society for Technology in Education (ISTE) and defines the NETS as “A set standard of excellence and best practices in learning, teaching, and leading with technology in education.”The benefits of using the NETS for APS students and teachers include:   * Improving higher order thinking skills, such as problem solving, critical thinking, and creativity * Preparing students for their future in a competitive global job market * Designing student-centered, project-based, and online learning environments * Inspiring digital age professional models for working, collaborating, and decision-making.   **School-based Technology**  APS is dedicated to making its school district the leader in learning by continuing to expand availability to emerging tools and technology. Some of the recent planning efforts include:   * **21st Century Classroom Implementation**- The Department of Instructional Technology in collaboration with the Division of Information Technology will create 21st Century classrooms to support digital learning through internet access, state-of-the-art hardware and software. Students will * **Bring Your Own Technology (BYOT/BYOD)** – Allows students to bring in their smartphones, mobile tablets, or any device to school that can send and receive multimedia content via the Internet and access learning content at any time and in any place. Using this tool will help address the technological inequities currently found throughout the school district. * **Virtual Learning/Atlanta Virtual Academy –** Allows students who are unable to attend class to participate in a highly interactive environment from any location. It also provides students the opportunity to develop skills and knowledge at their own pace and through their own learning processes. Infrastructure improvements will provide students with speedy and consistent access to school resources. * **Digital Resources –** Expands the current collection of Digital Resources and eBooks. Students will use s and e-Readers which provide a cost-effective and technology-based learning avenue where students are fully engaged in interactive learning experiences. * **Technology-based Professional Development –** Provides targeted professional learning programs to support all levels of the instructional program. Develop and provide online, blended and face-to-face professional learning to support blended learning, 21st century skills (communication, collaboration, creativity, & critical thinking), and professional collaboration. * **Assistive Technology** – Services and devices are made available to a child with a disability if required as part of the child’s special education, related services, or supplementary aides and services (IDEA- Part B regulations 300.105)   **Mathematics and Technology Integration**  Several instructional technologies to help support mathematics instruction in Atlanta Public Schools include:   * **Adaptive, online programs:** Provide support and training on adaptive, online math programs which utilize artificial intelligence and open-response questioning to identify precisely what each student knows and doesn't know. Adaptive math programs provide true individualized learning and assessments. The use of adaptive programs allows delivery of a personalized learning path on the exact topics each student is most ready to learn. * **Online learning platforms:** Online learning platforms assist with intervention, remediation and reinforcement of skills. APS will provide training for students and teachers on online platforms to assist with teacher math competencies, as well as, student math understanding. The platforms will be utilized as blended online support which can assist students both during school and beyond the school day. * **Digital and web-based tools:** Digital and web-based tools help students explore, process, reason, and make sense of mathematics. Examples of digital and web-based tools include:   1. the use of databases and spreadsheets in research   2. using spreadsheets to create graphs to display data and support problem solving   3. graphing calculators to assist with discovery (in addition to graphing calculators, we will leverage the current popularity of smartphone technology and use it to reinforce numeracy concepts through the use of scientific and graphing calculator applications)   4. the creation of multimedia projects with graphics, text, sound and video to demonstrate math concepts   5. complex problem-solving techniques   6. advanced mathematics courses through the Atlanta Virtual Academy   **Science and Technology Integration**  Utilizing technology in science allows for students to use databases and the internet to gather evidence, analyze and graph data through spreadsheets and graphs, use multimedia software to produce reports, review and process observations, and publish documents. In addition, students are able to utilize simulation software for problem solving, engage with various instructional resources, and use concept mapping software to brainstorm, collaborate and share ideas. Instructional technology resources that engage students in science through the use of technology are:   * + **Augmented Reality:** Allows teachers to present information to students in a way they won’t forget. Students are exposed to 3D dissections, views of animals and body parts, 360\* views of DNA double helices, etc. Students are able to use augmented reality to see the words in their textbooks come to life while also manipulating (pull apart and put back together) what they are learning about and viewing.   + **Robotics and Legos**: Provides a hands-on, minds-on approach to engaging students. Students take ownership of their learning and develop problem-solving skills. They are able to collaborate as necessary to become creators of solutions to real world problems. In addition, teachers are able to provide powerful learning opportunities that motivate students to learn science, technology, engineering and mathematics concepts that give them the skills they need to be successful in a 21st century global society.   + **Mobile Devices:** Mobile devices allow for student engagement during science instruction through real world applications. Some examples of students utilizing mobile device technology in science include taking digital photos, searching the web, virtual dissections, collaboration, and allowing for true problem-based learning and inquiry to take place.   **Social Studies and Technology Integration**  Technology can assist with the implementation of the Social Studies curriculum by:   * Providing real world opportunities for students and teachers to experience and explore other cultures and periods in history through the use of virtual field trips and exploration apps. * Providing opportunities for students to become global citizens through collaboration and communication with their peers from around the world through the use of collaboration tools such as Google Docs and Google Classroom as well as through the use of video conferencing tools. * Providing training and support to teachers on the effective use of digital content, resources, and tools that are Social Studies specific and address content literacy, visual literacy, and informational literacy to help increase student engagement, collaboration, and production, while preparing students to be both College and Career Ready through the use of 21st Century Skills.   **Language Arts/Literacy Technology Integration**  The integration of technology with Language Arts instruction allows for differentiation of both content and pace. It assures a foundation in which students can begin to move past the simple recall of skills and concepts and begin to engage in strategic reasoning, and extended reasoning. Instructional technology strategies and resources that engage students in Language Arts and Literacy through the use of technology include:     * Providing support, and training on an extensive eBook library and related resources affords foundational support to district-wide literacy, English, Language Arts, and reading across the content areas of social studies, science, and math. * Supporting digital tools and resources which allow for individual learning styles, and also allow reading and research on any and all devices including laptops, personal computers, and mobile devices. * The leveraging of digital tools and spaces for research, writing, and presentation. These include tools for brainstorming, research and investigation, editing, keyboarding skills, and active communication via presentation platforms.   **Learning Resources/Partnerships**  **The Virtual Classroom**  APS supports an online learning platform and virtual classroom that provides instruction as well as instructional resources to students with 24/7/365 access. Here, students are able to practice exercises, learning aids, and take assessments. Accessible from any computer with Internet access, this type of learning environment will benefit students by:   * Providing students with 24/7/365 access to an extensive multimedia library of learning resources, exercises and assessments in all subject areas * Allowing students to progress at their own pace   **myBackpack**  The Atlanta Public Schools Department of Instructional Technology is excited to offer a unique 21st Century learning space for every student in the school district. myBackpack is our student portal and can be used from any device (tablets, smart phones, computers, etc.). It also provides students with access to digital learning tools, e-Books, secure email, cloud storage and the complete Microsoft Office Web apps suite.  The primary purpose of myBackpack/TeacherPack is to prepare students and teachers for the implementation of the common core standards and to graduate global citizens who are college and career ready and able to think, learn and innovate. Atlanta Public Schools is dedicated to meeting this challenge through an increase of digital student projects that demonstrate mastery of the Common Core Standards, extended learning opportunities beyond the four walls of the classroom, and a focus on digital citizenship for each and every student. myBackpack/TeacherPack is focusedon achieving the district’s strategic goals of:   * + Improve student achievement   + Improve teacher and leader effectiveness   Teachers have navigated through myBackpack/TeacherPack to discover the benefits of a one-stop-shop of digital resources that work to enhance 21st century teaching and learning practices.  Increased stakeholder involvement includes APS parents and community members. Parents are encouraged to participate in their children’s learning. Parents are able to monitor student progress via the Infinite Campus parent portal. This online resource is a secure environment that allows parents and/or guardians access to class schedules, grades, and attendance records for their children. Additionally, parents may use the portal to update contact information. APS has established 40+ parent centers throughout the district, where parents have access to computers, the internet, and printers to stay abreast of their child’s education or for more practical needs, such as pursuing employment. Access to pertinent information about Atlanta Public Schools students and its partnership with the community is readily available on the APS website.    **Family Engagement Technology Workshops**  Through collaboration with the Office of Title I and Instructional Technology, the family engagement technology workshop hosts training session for parents. The sessions are conducted by Educational Technology Specialists and they teach the utilization of available technologies - cell phones, tablets, touch devices, apps and programs - to assist children in learning at home. The workshop is designed for parents, grandparents, caregivers and guardians. The training is designed to motivate parents to be active partners in education, familiarize parents with the available free technologies that will aid their students in mastering standards, and teach parents specific applications to assist children with schoolwork and homework. This allows parents to stay connected with online resources that provide ongoing support for student learning. | |
| **Is Plan Descriptor Revised?** |

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| **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:**   * **Specific mention of disadvantaged students, migrant students, limited English proficient students, and students with disabilities.** * **Specific steps the LEA will take to ensure that all students and teachers have increased access to technology.** * **Specific steps on how the LEA will utilize available funds to support after school programs (including before and after school and summer school) and school-year extension programs** |
| |  | | --- | | The disaggregating of data provides a comprehensive overview of all student performance. Students not meeting standard on multiple academic indicators become involved in support programs designed to help them gain the skills needed to move them into meets and/or exceeds standards. Strategies that schools can employ to move disadvantaged students include; special education teachers participating in curriculum workshops and trainings for CCGPS; and special education teachers being taught the same CCGPS units as regular education teachers. Funds from Title I, Perkins, and Title V provide schools with the ability to purchase enhanced curriculum materials and learning software. Title I and IV continue to pay stipends to teachers, paraprofessionals, and tutors to work in Saturday, special programs and summer programs.  The growth in the EL population, specifically the increase in newcomer and limited-formally schooled EL students on the secondary level has necessitated in the increase of support to schools. Title III funds are used to provide supplemental content resources, English Learner dictionaries, and technology-based and software programs for use with ELs. Approximately 40% of ESOL teachers are itinerant. Thus, technology equipment and technology-based programs are utilized to enhance ESOL teacher ability to meet EL needs. Software programs such as Imagine Learning, Rosetta Stone, ST Math, and Reading A – Z provide a wealth of options for teachers to provide differentiated support to ESOL students in order to ensure that ESOL teachers enhance their technology expertise.  Additionally, Title III funds are used to provide instructional enhancements to the ESOL teacher classroom. Kindles, IPEVO products, iPads, headsets, and microphones are some of the items that have been purchased and issued to ESOL teachers. General ESOL funds have been used to cover the cost of an additional district level staff person who focuses on supporting the schools that have the growing number of newcomer and limited-formally schooled EL students on the middle school and high school levels. The district level staff member assists with the enrollment of these students and with analyzing the needs of the students to match the needs with resources.  The Core Content Coordinators for Teaching and Learning provide support for teachers to ensure they are using effective teaching strategies. Autism specialists and a Board Certified Analyst provide assistance to schools in behavior management. Additional paraprofessionals and teachers have been hired to address the educational needs of SWDs. The Department of Special Education has provided quality professional staff development on co-teaching and compliant practices. A Special Education Lead Teacher is assigned to each school to support the school-wide special education program. Furthermore, The Department of Special Education has implemented a partnership with the Marcus Autism Center. The Marcus Autism Center provides training and in-class support for the district’s Autism classes.  Assistive Technology Specialists are available to provide supports and services to students if required by the IEP. Additional support of Psychologists, Nurses, and other wrap around support staff were assigned to schools for student support. SWDs are given access to computer labs in their schools and as a part of the LEA Technology Plan, all teachers, including those that serve SWDs will be given a laptop.  A computer laboratory is also available through the Office of ESOL and World Languages at the Campbell Building to support the training of teachers and with parent outreach activities for parents with limited English. Core Content Specialists are employed to provide support for teacher and to ensure effective teaching strategies in order to increase student achievement.  On a larger scale, data shows that mathematics performance is a challenge for many students at a number of grade levels. In an effort to be responsive to this need, the district has implemented a focused approach to mathematics instruction that will target professional development in this specific area for instructional leaders and teachers. At the same time, data also shows that our high schools are on average, not producing students with the high academic standards that the district desires. The district has restructured schools into regional K – 12 clusters to foster effective vertical professional learning communities with the overall goal of producing students who are college and career ready. | |
| **Is Plan Descriptor Revised?** |

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| **6. Professional Learning; Title I, Part A; Title I, Part C; Title II, Part A; Title II, Part D; Title III; Title VI, Part B; IDEA** |
| **A description of the strategy the LEA will use to coordinate programs under Titles I, II, III, IV, VI, Part B, Perkins, and IDEA to provide professional learning on the integration of technology into the curriculum and instruction to improve and support teaching, learning, and technology literacy. The description should include purchasing technology, available technology tools, distance learning opportunities, and professional learning for teachers, administrators, pupil services personnel, any other staff, and parents.** |
| APS has completed a three year technology plan for 2015-2018, which is organized into seven strategic goals. This plan outlines what is needed to achieve the APS vision of epitomizing a high-performing school district where students love to learn, educators inspire their students, families engage with the school, and the community trusts the system. The plan is organized into these strategic goals:   1. Technology-infused instruction that enables learning through engagement – engage students by enhancing the quality of teaching and learning through the effective integration of technology and instruction.  * **Flexible academic options** – Expand curriculum offerings and provide flexible schedules so as to provide on-time academic support and keep students in school. * **Consistent and reliable service and support** – Provide a robust infrastructure with high speeds, high availability, and reliability; maintain a knowledgeable support system; and manage a comprehensive application portfolio to support students, teachers and staff. * **Technological efficiencies within administration and staff** – Increase administrative and staff effectiveness through technology by enabling data-driven environments to increase student achievement while also creating more efficient and effective ways to manage and maintain business operations. * **Data integrity with asset management** – Protect and manage physical and data assets used for teaching, operations, and decision-making. * **Integration of professional development** – Provide role-based professional development to keep teachers, staff, and administrators current on best practices for technology use and integration. * **Collaboration with parents and the community** – Fully utilize technology to communicate in a timely manner that is clear, concise, transparent, and collaborative with parents and the community.  |  | | --- | | Realization of this vision will require critical strategies that address our achievement gaps, accelerate performance, and sustain growth. The infusion of technology in instructional practices and reaching optimal use of that technology is a key factor in achieving quality instruction and quality schools. The use of technology in the teaching and learning process encompasses assessment of student performance; delivery of instruction; demonstration of student mastery; and support of data-driven decision making which affect daily instruction and operational practices. Students and teachers of Atlanta Public Schools use appropriate technology to enrich, extend, individualize, and facilitate teaching and learning with respect to Georgia's Performance Standards. The success of the standards initiative will depend in part on the meaningful and appropriate use of technology to monitor student mastery of the Georgia Performance Standard (GPS) objectives.  The new Common Core Georgia Performance Standards are enhanced by strategic technology support. First, the level of effective technology integration is gauged using technology integration assessments. The results are used to determine the technological literacy of teachers and staff in the district. After technology integration has been assessed, the school district utilizes a team of highly trained Educational Technology Specialists to enhance educators' use of technology by demonstrating for teachers how to meaningfully integrate technology into their daily lessons. Results from the survey guide the targeted professional learning that will be offered at individual schools and to individual teachers, aligned with each School Achievement Plan and district initiatives.  Additionally, the district utilizes the National Educational Technology Standards (NETS) for effective technology integration (developed by the International Society for Technology in Education – ISTE). Perkins funds (**Carl D. Perkins Vocational and Technical Education Act** of 1998 ) are used for program improvement of the technical subject areas. Notably, Rivet, a building design and construction software, is used as a tool for architectural design and structural engineering. Also, Perkins funds are used for NetSupport, a classroom management tool for teachers, the Microsoft Office IT Academy (GMetrix) and Adobe Creative Cloud.  Atlanta Public Schools offers teachers use of the following technology tools for technology integration into instruction: Internet, Office Suite, Apple iLife Suite, Apple iWork Suite, Infinite Campus, IEP Online, Edgenuity, Accelerated Reader, Learning.com, Google Classroom, Discovery Streaming, GAILEO, MAPS 101, Teachingbooks.net, Blackboard Learning Management System, ALEKS, Read 180, Journeys Elementary Mathematics Program and a host of other instructional software .  Title III funds are used for a variety of technology-based programs that target EL needs. Programs such as Imagine Learning, Rosetta Stone, ST Math, and Reading A – Z , allow teachers to use technology as a vehicle to target EL needs. Additionally, Title III funds are used to purchase technology tools to support instruction, and to cover the cost of ESOL staff to attend technology-related conferences and workshops. District ESOL staff have built an ESOL Support website that assists all teachers and administrators in locating information and support on a variety of topics related to ELs.  The district offers the following technology tools to infuse technology into instruction: Email, Business Education Software, Insight (an Information Management System), Curriculum and Classroom Management Software, NetSupport, Rivet, Microsoft Office IT, Virtual Classrooms, Streaming Video, Parent Connectivity, Data Warehouse, Active Boards with remote voting devices, LCD Projectors, iPod Touches, laptops (PC and MAC platforms) and eTextbooks. The district's technology infrastructure, including the network infrastructure (cabling, wiring, and wireless), hardware (servers, desktop computers, and peripherals), video/cable access, telecommunications, and daily technology support is offered by the Information Technology Department in order to minimize, if not eliminate interruptions in daily instruction due to technology-related concerns. All teachers are afforded exposure to professional development by the Teaching and Learning, CTAE, School Improvement/Leadership Development, and Instructional Technology departments. Instructional Technology provides ongoing professional development for school-based staff, providing specialists in schools a minimum of one day per week. Additionally, Instructional Technology offers a host of online courses for ongoing teacher development and learning. In addition to the activities of the Instructional Technology staff, teachers and staff may register for technology-related courses offered by the Teaching and Learning and School Improvement/Leadership Development departments. The district web site, [www.atlantapublicschools.us](http://www.atlantapublicschools.us), continues to expand in information and in use. Further proliferation of websites for schools, providing an avenue of community-based communications for school neighborhoods, will continue to allow the district to progress in the infusion of technology into daily school operations.  The APS Three Year Technology Plan 2015-2018 includes the APS Board Policy on Purchasing, Descriptor Code: DJEA (see page 100). In addition to the policy steps have been taken to ensure the security and stability of our network and all connected devices. The Division of Information Services has begun working with the Finance Department to ensure that any new technology products purchased across the district first gain the approval of the Information Technology Department. Instructional Technology uses ongoing student and teacher feedback to design professional development for the district to increase technology integration in the classroom.  The district utilizes its Professional Learning Management System, MyPLC, as a web-based tool to manage professional learning for all APS employees. Through MyPLC, individuals register and receive credit for their professional learning, retrieve their professional learning transcripts and also participate in blended and online courses. Principals/managers are also able to assign and track professional learning opportunities of their employees. To support management of learning, course instructors create courses, manage rosters and provide credit to learning opportunity participants. The Office of Professional Learning retrieves reports and provides reports to managers as part of monitoring and evaluating the professional learning that occurs in the district. | |
| **Is Plan Descriptor Revised?** |

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| **7. Title II, Part D** |
| **A description of how the LEA is addressing 8th grade technology literacy by including:**   * **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;** * **An estimation of the students’ school-based experiences with developing technology skills and technology literacy at all grade levels (or bands of grade levels);** * **Evidence of the tools or strategies the system is implementing to ensure that all students are technologically literate by the end of 8th grade.** |
| |  | | --- | | APS has a vision for the effective use of technology by all stakeholders. Our vision for technology use is any time/anywhere access to appropriate technology tools and systems that support our focus on student mastery of the Common Core Georgia Performance Standards. Most APS schools are School-wide Title I schools. This has allowed the district to implement technology uniformly throughout our schools. As indicated earlier, three year technology goals and benchmarks were established as part of the system technology plan.  APS believes that schools, clusters, and the central administration need to align and collaborate to ensure that every child is college and career ready. To that end, each of these teams is responsible for working together to ensure that student outcomes are improved. Over time, APS will prepare to transition to a new operating model. This means:   * School leaders and school teams will be empowered through flexible, school-based decision-making including the use of resources to meet students’ needs * Clusters will collaborate to plan and align instructional programming across neighborhood schools * Schools and clusters will have the opportunity to innovate and inform instructional programming and environments that best meet the academic and social-emotional needs of their students; * Central administration will manage and provide recommended guidance for standards, curriculum systems, and graduation requirements to ensure excellence and equity across the district.   Ongoing technology access and effective professional learning can lead to transformational teaching and learning practices.  **Benefits of Transformational Teaching includes:**   * Expanded student roles that include explorer, producer of knowledge, communicator and self-directed learner * Expanded teacher roles that include facilitator, designer, learner and researcher * Learning and assessment practices are real-time and meaningful * Students initiate technology use as they create their own learning experiences   **Benefits of Transformational Learning includes:**   * A transformational level of student engagement that means students are using technology in a way that transforms the learning process for the student and requires higher order thinking. * Cognitive demands are greater for students who use technology on a transformational level * Allows students to move more quickly to higher order thinking in the discipline in order to solve conceptual problems that are key to the lesson   **For community stakeholders, a technology-rich environment will**:   * Increase access to appropriate district, school, and student information. * Provide community, networking services via the Internet and broadcast media. * Yield cost efficiencies gained from technology standardization and implementation. * Provide greater community access and involvement in educational programs via virtual classrooms, tele-education, and at-home learning experiences through digital resources and virtual instructional programming. * Increase community input and collaboration in the educational process. * Improve accountability of staff and students. * Provide timely and informative responses to community inquiries about district and local school administrative and instructional programs.   This vision is realized in our classroom-level standards for students that guide teachers in the integration of technology instruction. The National Educational Technology Standards assist teachers in both teaching and assessing mastery of technology. Evaluation of student attainment of these standards is done in a number of ways. As with other performance standards, teachers assess student mastery through assignments that require the students to actually use technology to produce artifacts which show mastery. In addition, Educational Technology Specialists will collaborate with teachers in their classroom to model lessons to increase student engagement.  APS is dedicated to making its school district the leader in learning by continuing to expand availability to emerging tools and technology. An estimate of the level of student attainment of technology standards is available in the APS 2015-2018 technology plan and will implement an instructional model enabled by technology in support of the National Education Technology Plan of 2010, Transforming American Education: Learning Powered by Technology.  The Eighth Grade 21st Century Skills Assessment Report revealed that overall students are below proficiency in technology literacy, with the areas for most improvement identified as communication and collaboration, research and information fluency, and technology operations and concepts. Every classroom has internet access and equipment and software are readily available to students and teachers, however, the data exposes a lack of student engagement with technology for learning purposes. To that end, the following have been identified as impediments to accessing and effectively applying technology in the classroom:   * Students are familiar with how to manipulate devices by swiping, but typing is not a skill most possess. To support a technological learning environment, foundational skills, like typing, working with word processing and spreadsheet applications, and best practice research methods should be embedded in the curriculum, teaching students to apply technology for productivity. * Although eager to provide a 21st century learning experience, teachers are not aware of the full functionality of many applications, or how to practically apply available technologies in a manner that strengthens instruction and engages students. When teachers are properly trained, often times they are hesitant to rely on technology because when issues arise, resolution is not swift enough to overcome the lag in instruction. More professional development, a simplified user experience, and technical support personnel are required to foster confidence in blending technology with instruction. * Between desktops, laptops, tablets, netbooks, and thin clients, students have acceptable access to instructional computers. Although there is a student-computer ratio of 2:3, there is resounding call for 1:1 student-computer ratio. Georgia Milestones’ transition to 100% online testing by 2018 amplifies the call for the 1:1 ratio. The Testing Department of APS plans to accelerate the transition over the next three years until 100% online testing capability is achieved.   Current reality identifies that students and teachers in APS are not working at an optimal level with integrating technology into the teaching and learning process. | |
| **Is Plan Descriptor Revised?** |

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| **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.**  Research has consistently shown that teacher instructional practice is a key to the improvement of educational outcomes for students. The coordinators for federal program funds consistently work together with each other and with school staff to ensure that the focus is on the classroom. The growth with ELs in the district has increased the district’s focus on its EL population. Title II funds are used to cover the cost of professional learning opportunities such as the ESOL Endorsement. Title III funds are used to cover the cost of courses, workshops, and training sessions. Both programs are used to keep the staff current in the field by covering the cost of external consultants as well as encouraging attendance to research-based conferences centered on meeting the needs of ELs. |
| Longitudinal studies have shown that dual immersion can effectively close the achievement gap between ELs and non-ELs, and for children of poverty. In FY 2014, APS launched two dual immersion/one-way schools. In FY2016, two additional dual immersion schools will be launched with two-way programs that target schools with significant EL populations.  Educational technology specialists provide support to students, teachers and administrators around integrating and implementing various technology-based learning tools into instruction. They play a key role in identifying the best educational technology for all types of classroom applications. They also collaborate and plan frequently with educators and administrators, and train staff on using the new technologies. As certified teachers, they frequently co-teach lessons while integrating technology, and work directly with small groups of students. This form of professional learning will help teachers stay technologically current and seamlessly integrate technology into the curriculum by:   * Identifying and delivering effective technology to support the Common Core Standards. * Learning the basics of using technology. * Using technology to support instruction. * Integrating new technology into classroom practice. * Focusing on cooperative, project-based and interdisciplinary work with technology as one of many tools that students use. * Discovering new uses for technology tools or designing projects that combine multiple technologies.   Digital Content Learning Specialists provide leadership and 21st Century technology integration aligned to common core and National Educational Technology Standards. The team uniquely designs digital resources in collaboration with the Department of Curriculum and Instruction to integrate cutting edge technologies as well as differentiate learning strategies and methodologies into instructional delivery. The team also develops and provides professional learning regarding digital initiatives and digital curriculum, as well as develops curriculum-specific digital resources and activities for teachers, students, and families that extend beyond the traditional school day. |
| **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:**   * **Technology, professional learning, curriculum, media, Title I, special education, and ELL programs;** * **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;** * **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.** |
| |  | | --- | | Generally, the organizational structure of APS allows Division of Curriculum and Instruction, Department of Human Resources, Office of Instructional Technology, and CTAE to collaborate with other key personnel to coordinate and integrate support services for all instructional staff. This makes coordination of programs, timelines and budgets efficient and manageable. All departments under Curriculum and Instruction collaborate and plan the work of the division.  APS administers a school wide program in all schools that are eligible to receive Title I services. As such, Title I resources are available to all students in the school regardless of their participation in any program, including Special Education, English to Speakers of Other Languages (ESOL), Early Intervention Program (EIP), McKinney-Vento (M-V), etc. The strong parental involvement program and component within programs like McKinney-Vento in APS allows APS parents ample opportunity to observe the success with which resources are equitably distributed.  Title I Part A Homeless Set Aside based on the McKinney-Vento Act ensures that set-aside funds are used to support children and youth experiencing homelessness in non-Title I schools and Title I students who need additional support outside of school, including students living in shelters, motels, transitional living programs, and other locations. This support includes supplemental instruction via tutorial programs extended through the summer months. Title I Neglected and Delinquent Set-Aside funds are used to provide supplemental instruction via tutorial programs and support for students living in N&D facilities.  Title I funds used by Educational Technology Specialists for Title I schools provide increased support for students and teachers around the integration of instructional technology tools to increase student performance.    Title II funds support professional learning, recruitment and retention efforts to ensure that APS onboards and supports the continued growth of high-quality staff.  Title III funds are used to support the professional learning of all local school and district staff in order to ensure English Learner inclusion and academic success. Funds are also used to support newly arrived ELs on the middle and high school levels. This newly designed support is district staff specifically targeted to develop a network of support that links all district and community resources and services to newly arrived ELs and their families.  Title III funds also support and enhance the school-home connection. The funds are used to support the work of the ESOL Community Liaisons who ensure parental involvement of limited English parents in district-level activities as well as all activities at the school levels. English classes and parenting workshops are conducted in all regions of the district for limited English parents and efforts are underway to connect and collaborate with Title I parent liaisons to ensure equity of support for limited English parents. Collaboration between Title III and Title II will help to ensure expanded opportunities for the ESOL endorsement and other professional learning opportunities focused on the needs of ELs and their families.  Title IV coordinates funding with the other titled programs to ensure that students are taught in safe and drug-free environments.  EHCY supports and coordinates with other federal programs, such as internal collaboration between the Homeless Liaison, Title I Special Programs Manager, and IT, on database development for development of monthly reports on homeless students, i.e. test data, grade level assessments, attendance reports and district wide tracking and systematic entering of student status upon enrollment to meet state reporting requirements and provide academic instructional supports and materials and other coordination with the McKinney-Vento grant funds, Title I Homeless Set-Aside Funds and Migrant Education Program.    Coordination with the Office of Student Services – Ensures access to comparable services, internal and external stakeholder engagement, and material needs for academic instruction are met Provides computers and computer educational materials, and student support services  Works collaboratively with the Flexible Learning Program and Expanded Day Programs to ensure student access to after-school supplemental instruction programs and academic support to facilitate learning continuity  The Homeless Liaison serves on community task forces and committees and provides direct support to schools, students and parents via parent workshops delivered at shelter locations, schools and one-on-one office consultation visits. This engagement occurs in conjunction with school social workers and student placement to promote academic engagement for children and youth in transition.  Carl D. Perkins ensures that students in technical subject areas are taught in an environment that focuses on academic achievement while preparing students for high demand and technical careers. Funds will be used to support the Regional Cluster Model/College and Career Ready Performance Index.  To ensure that every student receives a world-class educational experience through standardized, research-based instructional practices, content-specific and needs-based professional development for teachers and a college preparatory curriculum for all students  To secure our position as a world class school district and leader in the nation by graduating at least 90% of our 9th graders in four years through the implementation of smaller more personalized learning environments that provide comprehensive and targeted academic, advisement, and developmental supports.  To ensure that all APS students graduate ready for college and/or careers with real and multiple postsecondary options through the implementation of a systemic and integrated student support structure that defines the benchmarks for postsecondary readiness from grades 9 – 12 aligned with supports and interventions for all students  To ensure that APS High Schools are the first choice for students and parents in the City of Atlanta through the expansion of high school programming and portfolios of career academies to offer more choices for students based on interest and/or community needs.  Most Title I schools in APS are implementing school-wide programs. As a result, all staff and students in these schools are eligible to receive services provided through Title I funds. All schools prepare School Achievement Plans (SAP) and are directed to consolidate all funds and other resources to support initiatives, activities, and programs outlined in the plan. Schools use their external partners (community, business, grant, etc.) and federal, state and local resources to serve all the students in the district.  The district serves homeless children and children residing in homes for the neglected and delinquent. The Homeless Liaison and Special Programs Manager work collaboratively to coordinate programs and services for the institutions. The district funds teachers for students residing at facilities for the neglected and delinquent who receive full service residential care. Public transportation passes are provided for students to fully participate in school. School supplies, after-school instructional programs, and other key instruction-based resources are provided in collaboration with community agencies for these students. APS personnel serve as tutors. ESOL students are identified based on the guidelines established by the Georgia  Department of Education. The process includes the administration of the Home Language Identification Survey and WIDA ACCESS Placement Test (W-APT). Student scores on the W-APT are used to determine ESOL placement and services. Students receive English instruction from highly qualified, certified ESOL teachers. The district provides students and their parent with opportunities to participate in activities that help to reinforce their language skills. Offerings include before and after school programs as well as social assistance to help students and parents acclimate to the district and community.  Internal collaboration with IT on database development for the provision of monthly reports with district wide tracking and systematic entering of student status upon enrollment is used to meet state reporting requirements for the Migrant Education Program. Migrant students are identified using the migrant survey tool within the district's registration packet. Students are properly coded in Infinite Campus and provided with the appropriate educational and support services that address their unique circumstance in an equitable, coordinated, and efficient manner through Title I, Title III, and all applicable programs. Notices for students identified by the migrant survey tool are forwarded by the Consortium administrators for review and confirmation. Collaborative service efforts are employed by the consortium and school system. The services for migrant students are designed to help them overcome education disruption, cultural and language barriers, social isolation, health related problems and other factors that inhibit their ability to succeed.  Youth at risk of dropping out are identified based on several risk indicators: tardiness, absenteeism and behavior. Student profiles are developed that record risk indicators and the involvement of families with service agencies. Programs such as Second Step and Character Education have been piloted in several elementary and middle schools in an effort to create a more positive and learning-enhanced school climate and culture. These programs can effectively change the school philosophy for students and their families. In collaboration with the Family Involvement department, Title IV hosts parenting community meetings to share violence prevention and awareness strategies. Other programs are coordinated with community agencies, district-level initiatives, and locally designed models.  APS also implements an Early Childhood Program in partnership with Title I, Head Start, Department of Family and Children Services (DFCS), Office of School Readiness (OSR), Georgia Department of Education, post-secondary institutions, and other community agencies. The goal of the program is to prepare the district's future students. Children are accepted on a first-come basis. Children are eligible for participation under two categories: (1) the children of families that receive federal and state assistance, and (2) all other children. | |
| **Is Plan Descriptor Revised?** |

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| **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.** |
| |  | | --- | | Atlanta Public Schools is a participant in the MRESA consortium on Safe and Drug Free Communities and Schools (SDFS). Our programs on drug, violence and tobacco standards are incorporated into the Health and Science curriculums. These researched-based programs are selected based on the outcomes from the annual Georgia Student Health Survey, schools identified through the survey as needing services, and the system incident report. In addition, APS staff has worked with both private and public agencies, and civic groups to implement additional programs.  The state goals on which these programs are based and that meet the Principles of Effectiveness are:   * To help ensure that all schools are drug free by promoting the implementation of high quality alcohol, tobacco, and other drug prevention programs. * To help ensure that all schools are safe and disciplined by promoting the implementation of high quality violence prevention programs. * To meet these goals, the following drug and safety programs are in place throughout the system and have been integrated into the regular curriculum by teachers: * Alcohol and Drug Awareness Program * Second Step Violence Prevention Program * Substance Use Prevention and Education Resources (SUPER) 1 Program * G.R.E.A.T. * No Place for Hate * Outward bound Atlanta * Darkness to Light   In addition, the following life skills programs are presented by our partners:   * Students Against Destructive Decisions (SADD) - presented to 10th, 11th, and 12th grade students * Leadership Expeditions Accelerating Performance of Students (LEAP) - presented to 5th, 8th, 9th, 10th, and 11th grade students. * Safety Street Georgia - presented to students in grades 1 – 5 * Emory and Grady Teen Health Services - presented to 6th, 7th and 8th grade students   The prevention and life skills programs presented through SDFS are designed to help schools improve their overall academic performance and improve student performance on all state and local tests. The program reviews the results of student performance on the Georgia Milestones assessments to align program offerings and opportunities for student growth and development. Data gained from program participants and character/climate survey's is also reviewed when new programs are being considered.  Title IV shares assessment data results with principals, teachers, parents and community entities through staff meetings, PTA meetings, website, newsletter, and the Advisory Council meeting. | |
| **Is Plan Descriptor Revised?** |

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| **11. Title I, Part A; Title II, Part D** |
| **A description of the poverty and school eligibility criteria that will be used to select attendance areas for schools eligible for funding through Title I, Part A and school eligibility for grant opportunities through Title II, Part D.** |
| |  | | --- | | The Atlanta Public School district uses free/reduced meal percentages to identify eligible attendance areas and schools to be served. Schools with 75% or higher free/reduced meal status are addressed first in rank order. Then remaining schools are rank ordered. In 2011-2012, eighty-five percent of APS students were eligible for Free and Reduced Price Meals. Title I funds provide funding and service to 94 Title I schools.  In 2013-2014, Atlanta Public Schools chose to participate in the CEO School Nutrition Program.  Fifty-eight of the schools in the district have been selected to participate in the CEO program. The schools that are participating in the program will be using TANF as the means of determining eligibility. The CEO program was renamed CEP for 2014-2015. In 2015-2016, 86 of APS’ schools will be recipients of Title I funding of which 63 will participate in CEP. | |
| **Is Plan Descriptor Revised?** |

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| **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.** |
| |  | | --- | | Teacher recommendations will be combined with Georgia Milestones data to determine students in the greatest need to receive additional instructional support. In the absence of Georgia Milestones data, other standardized norm-referenced tests are administered to determine need. If pertinent, student retentions, failure in core subjects and recommendations from Student Support Teams are given consideration in determining eligibility.  APS Student Enrollment Forms (paper or online) are completed by all new students and their parents.  APS has incorporated the GaDOE Occupational Survey questions into the Student Enrollment and the Student Census Demographic forms to capture information that helps identify migrant students, their families and actively develop a support program of services.  APS Student Enrollment forms are reviewed by each school enrollment team to determine if “yes” responses were checked.  If “yes” responses are identified, designated school staff forwards the student information to the Office of Student Relations.  The designated Non-Title I District staff will send the student(s) and parents(s) contact information to ABAC Migrant Education Consortium Specialist.  Non-Title I district and school funded staff will follow Atlanta Public Schools MEP Student Verification Process that was approved by GaDOE when students respond yes to the occupational survey document/questions. Students identified as migrant by GaDOE will be notified that they are eligible for additional academic support, resources and services to address needs/barriers to academic achievement. | |
| **Is Plan Descriptor Revised?** |

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| **13. All Programs** |
| **A general description of the instructional program in the following:**   * **Title I schoolwide schools,** * **Targeted assistance schools,** * **Schools for children living in local institutions for neglected or delinquent children, and** * **Schools for children receiving education in neglected and delinquent community day programs, if applicable.** |
| |  | | --- | | Schoolwide schools utilize Instructional Coaches, CTAE Specialists, and Core content coaches, such as Math, Reading/Language Arts, Science and Social Studies to provide professional development to teachers in areas that have been identified within the needs assessment for the school in order to increase student achievement. These schools also utilize before-school and after-school programs, extended day, summer programs, summer school, and a Summer Institute to address the remediation needs of students impacted by the Georgia Milestones standardized test.  As described in earlier sections, the organizational structure for Atlanta Public Schools is by cluster. There is an Associate Superintendent for high schools and three Associate Superintendents for elementary/middle schools. Schools teach the performance standards required by the Georgia Department of Education.  After-school and summer programs are offered for students who are at risk of academic failure.  The schools administer benchmark tests twice a year and provide frequent diagnostic assessments. Title I services are provided to students residing in local institutions for the neglected and delinquent.  Schools have chosen to add programs/materials such as:   * Mountain Math - K-5 * Leapfrog Quantum Pad Programs * Shurley English Practice Skills for Remediation * Cornerstone Software for Remediation * The Teach Me Writing Program * Accelerated Reader Program * Breakthrough to Literacy - K and 1st Grade * STAR * Saxon Phonics * READ 180 * CAI (Computer Assistance Instruction) * Move It Math * River Deep   Carrie Steele Pitts Home, Inc. and three other homes are occupied by children who are removed from their parents by the Department of Family and Children Services (DFCS) because of abuse and/or neglect or having involvement with the Department of Juvenile Justice. The children attend Atlanta Public Schools during the day and return to the home in the evening. When the students attend public school, they are provided Title I services on the same basis as other students. School age children bound to these institutions receive tutoring services from staff funded by Title I and technical assistance via the special programs Manager.  Supplemental materials/programs, purchase through Title I, are designed to enhance the core curriculum in targeted areas. The children also receive supplemental tutorials, technology services, and supplies to address academic deficits and promote academic preparedness through Title I funds allocated to the group home.  As indicated in Descriptor #10, the following drug and safety programs (which meet the Principles of Effectiveness) are in place throughout the system and have been integrated into the regular curriculum by teachers:   * Alcohol and Drug Awareness Program * Second Step Violence Prevention Program   The Department of Career and Technical Education provides a variety of technical education programs to students. Programs are concentrated in the following areas: Arts, Audio/Video, Technology and Communication, Architecture and Construction, Engineering (STEM), Technology, Bio-Technology, Finance, Business Management and Administration, Information Technology, Marketing, Education and Training, Graphic Design and communication, Hospitality and Tourism, Healthcare Science, Law, Public Safety, Corrections and Security.  Through these areas of concentration a number of courses are offered such as Construction, Graphics Arts and Communication, Bio-Technology, Culinary Arts, Audio, Video Film and Technology, Engineering Applications and Concepts, Accounting, Introduction to Business and Technology, Physical Medicine, Teaching as a Profession and many others. Students have the option to participate in Move On When Ready and Work-based Learning opportunities, as well. Additionally, these courses are coupled with employability and “soft” skills to ensure students are College and Career Ready.  The English to Speakers of Other Languages (ESOL) program assists students in learning English and follows the requirements outlined in State Board of Education Rule 160-4-5-.02 LANGUAGE ASSISTANCE: PROGRAM FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS. Highly-qualified ESOL teachers are assigned to provide support services to all schools with identified ELs. Additionally, elementary schools with low EL populations are provided with additional supplemental, computer-based resources that are research-based to meet the specialized linguistic needs of ELs.  QBE are used to fund programs and staff required by QBE. Student support services are provided through counselors and school social workers which who are supplemental to the required instructional services and are paid for with QBE and local funds. Local funds are also used to supplement special initiatives, reduction in class size, paraprofessionals, professional learning, computer labs, coaches, mentors, and additional instructional materials, etc. | |
| **Is Plan Descriptor Revised?** |

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| **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:**   * **An assessment of the educational and related needs of homeless children and youths;** * **A description of the services and programs for which assistance is sought to address the needs identified;** * **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.** |
| |  | | --- | | In compliance with the McKinney-Vento Homeless Assistance Act, (Title X, Part C of the No Child Left Behind Act, APS has designated a Homeless Liaison whose responsibility is to work directly with school based and district program specialists, parents and unaccompanied youth to identify homeless students. In addition, the system liaison coordinates with family and children services, local shelters, community service agencies, transitional living programs, and street outreach teams, housing departments, faith-based organizations and other governmental agencies to identify and determine service needs. On-going technical assistance to external stakeholders is provided by the Homeless liaison and Family Engagement Manager.  Ongoing standardized assessments used for all students are used to identify academic skill gaps and to determine appropriate delivery of educational supports. Standardized assessment scores such as the Georgia Milestones, EOCT, ITBS and GHSGT are maintained to inform program development and supplemental support. In collaboration with Title I, the liaison ensures the provision of educational support services to homeless children/youth. Community based after-school programs provide homework assistance, direct instruction in reading, math, and science, Georgia Milestones preparation and planned enrichment activities.  Students experiencing homelessness also have access to school-based after-school programs. Additional services provided include:   * Coordination of transportation to schools of origins from shelters, motels, or any location a child is temporarily staying; * School enrollment/transfers; free school supplies; enrollment in free school nutrition programs; * Referrals to appropriate agencies for emergency food, clothing, shelter and medical services.   In addition, the liaison collaborates with the district data specialists to assure accurate collection and reporting of homeless data. In 2007-2008, the district reviewed and revised policies and procedures to implement immediate enrollment, ability to remain in school of origin, transportation assistance, access to comparable services and procedures for dispute resolution.  In 2010-2011, an administrative regulation for homeless students was added to provide further explanation of the policy. District policies and procedures are reviewed in an on-going manner to ensure continued compliance with McKinney-Vento mandates.  In 2012, Title I provided additional support for the Homeless Liaison (Family Engagement Manager). In 2014, the role and responsibilities for additional support to the Homeless Liaison was given to the Title I Special Programs Manager. | |
| **Is Plan Descriptor Revised?** |

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| **15. Title I, Part A; Title I, Part C; Title II, Part D; Title III; Title IV; IDEA** |
| **In completing this section you should review the parental involvement strategies already defined in your LEA’s parental involvement policy. The policy must include the items below, although other strategies may still be considered. As long as all the strategies below are addressed in your LEA parental involvement policy, it is recommended that you utilize much of that language in the text box below. By doing this, you will have met the requirements in this section for Title I, Part A, however, please be advised you still may need to add additional language for the other federal programs included in this plan descriptor. Please note: You may only include 10,000 characters (which includes letters, numbers, spaces – basically any strike on the keyboard) in the text box below. Therefore, you may need to further summarize the language from your LEA parental involvement policy to address all the required strategies listed.**   * **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.** * **How the LEA included opportunities for all parents of students receiving Title I services to be included in the development and yearly revision of the LEA parental involvement policy and in the decisions regarding how the 1% set-aside for parental involvement are allotted for parental involvement activities.** * **How the LEA will provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.** * **How the LEA will build school and parents capacity for strong parental involvement through the six requirements in law (Section 1118(e)) with particular attention on how to** **support a partnership among the school, parents, and community.** * **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.** * **How the LEA will conduct an annual evaluation of the content and effectiveness of parental involvement.** * **How the LEA will use data from the annual evaluation to design strategies for a more effective parental involvement policy.** * **How the LEA will involve parents in schoolwide activities.** |
| |  | | --- | | Atlanta Public Schools Title I department solicited suggestions and recommendations from internal stakeholders for joint development of the Comprehensive Plan for Improving Student Academic Achievement (CLIP). In August parents, staff, and representatives from the community will be provided access to a draft copy of the CLIP for review and feedback. This feedback will be collected and reviewed for inclusion into the CLIP where deemed appropriate.  Opportunities were provided for parents to complete surveys and feedback forms during school parent meetings/events, district meetings/events and via the district/school websites The suggestions and recommendations were compiled and integrated to the extent feasible to develop and/or revise plans for the current school year.  Atlanta Public Schools Title I department conducted an Annual Title I Summit for the District School Administrators and Title I school contacts that reviews and provided information in July, 17, 2015**.** APS School Administrators hosted Title I planning meetings as needed and offer various dates and times convenient for parents to provide suggestions and recommendations for the Schoolwide (SWP). Parents, students, staff and community partners were invited to participate in the review and joint development of the SWP.  Various departments participate in an annual needs assessment. The Teaching and Learning, Human Resources, Research and Evaluation and Student Services and Cluster Associate Superintendents of Schools partnered with the Title IIA team to develop the annual need assessments.  The design of the focus group meetings to support the Atlanta Public Schools Equity Annual Needs Assessment accommodate for inclusion of district-level staff, school administrators, teachers, parents, paraprofessionals and others to assess and prioritize the needs of the district. Additionally, the Stakeholder Involvement Committee is comprised of community leaders from various organizations including local government, civic, colleges/universities, and social organizations. This group is tasked with providing input into planning of the system.  A cross-functional team comprised of school leadership teams and central office leadership meets regularly to monitor the progress of schools. All stakeholders met   * + to analyze student achievement data;   + present data from their respective areas to further determine areas of need   + prioritize and collate the needs into like areas; and   + create a high-level action plan to address the priority areas   The Stakeholder Involvement Committee is comprised of community leaders from various organizations including local government, civic, colleges/universities, and social organizations. This group is tasked with providing input into planning of the system's strategic action plan which includes needs covered under Title IIA. Data is disseminated to these groups and input is solicited on the districts needs and the use of funds. The district's Cross Functional Team is made up of district-level and school-level staff. These groups review the data (demographic data, stakeholder perception data, student learning data, and school process data) and recommendations are made regarding the Equity Plan. The team is responsible for reviewing the prior year data, prioritizing of school and district needs, and establishing goals, strategies and benchmarks for meeting needs. The cross functional team meets on an on-going basis to discuss the action plan and the effectiveness of each area. After a thorough analysis of all needs assessment data, we have determined that there is a need for job embedded professional learning, professional learning for content areas, induction support for teachers and leaders, target recruitment for hard to fill areas and continued opportunities for growth and development.  All parents of students in Atlanta Public Schools will be invited to participate in the Title Parent Connection Workshop held in the fall of 2015. During the meeting parents will be provided information about Title I funds, programs and services. Information and/or copies of the following documents below were provided to parents for review and use feedback forms to share their suggestions and recommendations.   * Comprehensive Local Education Agency Improvement Plan (CLIP) * District Parent Involvement Policy * Flexible Learning Plan (FLP) * Usage of Parental Involvement Funds (1% Set-Aside) * School Improvement Grant (SIG) * Curriculum and Student Assessments   Website Feedback Forms: Information about each item above will be included on the Atlanta Public Schools Website. Parents will be informed they can review the documents and provide their suggestions and recommendations.  School Level Input/Feedback: Family Engagement Specialist, Parent Liaisons, school administrators and staff worked collaboratively to provide various opportunities (meetings, workshops, committees, communications, etc.) for parent input/feedback for the use of Title I Funds, parent involvement policy, programs and services.  Atlanta Public Schools will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:   * encouraging and supporting parents to more fully participate in the education of their children, * working with all state and local agencies * encouraging schools to send parents to conferences that emphasize parental involvement * providing professional development for the Federal Grant Specialist, School Improvement Specialists and Family Engagement Specialists, School administrators, staff and Parent Liaisons on developing strategies that promote Parental Involvement * conducting and attending conferences that offer tools to parents that will lead to student success.   Atlanta Public Schools will also provide parents with multiple opportunities for engaging and being involved in meaningful ways in their child’s/children’s education via district and school level Title I programs, events and activities. Parents can participate in district, regional and school workshops designed to build capacity for helping their child succeed academically. Parents can also serve on various committees and share their suggestions and recommendations for improving programs and services via focus groups, surveys and parent meetings. A list of the required Title I district and school committees and meetings where parents can get involved and share their suggestions and recommendations include:  Parent Committees:   * District Parent Advisory Committee * Local School Council Parent Engagement Committee * School Wide Planning committee   Parent Meetings:   * District Annual Title I Meeting * School Annual Title I Meeting * District Parent Connection Meeting * Flexible Learning Plan Meeting * School-Parent Compact Meeting * Parent Involvement Policy Meeting * School Budget Meeting   Atlanta Public Schools will employ multiple strategies to monitor the development and implementation of programs to address the six requirements to build parental capacity in all Title I Schools. These strategies will be implemented and managed by parents, district and school staff that include:   * Family Engagement Specialists * Federal Grant Specialists * Parent Liaisons * Title I Contacts * School Administrators * Local School Council - Parent Engagement Committee   FES will work with Federal Grants Specialist to review and provide feedback to schools regarding parental involvement requirements in section five (5) of all school wide plans. Guidance will be provided regarding activities and documentation for compliance with Title I requirements (i.e., policy, compacts, parent meetings, building capacity workshops, professional development). FES will provide technical assistance workshops/in-services, and trainings to meet the six requirements to build capacity for school staff and parents. FES will complete monthly site visits to schools to determine progress and check notebooks and other documentation for Title I requirements.  School Staff (Parent Liaisons, Title I Contacts and school administrators) will work in their local schools to implement and support elements identified in the schoolwide plan. Parent Liaisons will ensure all Title I required activities are completed and secure documentation to meet compliance. Parent Liaisons will also provide documentation to FES and Title I department as required for Title I. Required activities include building capacity workshops for staff, parents and provide opportunities for other professional development.  The Title I department will conduct an Annual Title I Summit for the district school administrators, and Title I school contacts. The Family Engagement Specialist (FES) will present the Title I Parent Involvement Assurance form to principals as an agreement to complete required compliance actions. FES will work with Federal Grants Specialist to review and provide feedback to schools regarding parental involvement requirements in section five (5) of all schoolwide plans.  Guidance will be provided regarding activities and documentation for compliance with Title I requirements (i.e., policy, compacts, parent meetings, building capacity workshops, professional development). The Title I department will collaborate with the Local School Council Parental Engagement Committee to coordinate a parent led/co-facilitated workshop. Family Engagement Specialists will conduct a faculty and staff professional development to support parent involvement. Training sessions will be evidenced by agenda, power points, minutes and sign-in sheets. Copies of workshop materials will be placed in the Family Engagement Documentation Notebook.  FES will provide technical assistance workshops and in-services, trainings to meet the six requirements to build capacity for school staff and parents. FES will complete monthly site visits to schools to determine progress, check notebook, and other documentation for Title I requirements as outlined on the timeline. Monthly reports will be generated by the FES that indicate the specific Building Capacity activities completed by FES during school site visit. Evidence of the Building Capacity workshops and professional development will be placed in the Family Engagement Notebook.  Opportunities, to the extent practicable, will be provided for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and, to the extent practicable, in a language parents understand. Additionally, Atlanta Public Schools’ Parental Involvement Plan will include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities. If students are being educated at an N/D facility, then the facility will have a Parental Involvement Plan, correspondence, and activities to the extent feasible. APS will ensure that a Parental Involvement Plan is implemented in order to increase student achievement and, if appropriate, decrease delinquent behavior.  Atlanta Public Schools will ensure that central office and local school administrators use multiple strategies to communicate information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. These strategies include:   * Communications about events, meetings and/or training events are posted on the APS website as a running banner with links to meeting/workshop flyers provided in English and Spanish versions. * Meeting and event flyers were disseminated to Family Engagement Specialists in each region for distribution to Parent Liaisons, school staff and community partners. * School Administrators send communications (school website, Robo Call, Mass Text, newsletters, etc.) to parents regarding Title I meetings, workshops, events, and activities. * Parent Liaisons post and distribute workshop/meeting flyers throughout the school and provided copies in the school and district parent resource centers.   Atlanta Public Schools will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: (Evenstart, Headstart, Homeless, Home Instruction Program for Preschool Youngsters and State-run preschool programs), by initiating joint efforts to involve parents in Atlanta Public Schools quest to:   * limit barriers and implement effective outreach * encourage these organizations to provide the District and schools with relevant information regarding their parental involvement efforts * coordinate and integrate parental involvement strategies in Title I, Part A Schools   Atlanta Public Schools will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:   * Coordinating and integrating workshops to train parents in ways they can contribute to their children's progress and achievement to ensure college to career readiness. Programs will be implemented and coordinated in order to build ties between home and school. Opportunities will be provided for the participation of all parents including parents with disabilities and non-English speaking parents by insuring that these parents are informed and provided interpreters as needed in system wide meetings. * Establishing and maintaining a collaborative agreement between the Early Leaning Department and Title I Parent Involvement. The agreement will employ the Family Engagement Specialist and Parent Liaisons to host and promote regular parent involvement meetings. The Early Learning Specialists will assist by facilitating parent education workshops hosted by them. These workshops provide partnership benefits that:   + Build capacity for parents   + Coordinate and integrate parent involvement program with Early Learning Department programs and initiatives i.e. pre-school, Head Start, Parent Education, Community Outreach   + Promote early literacy enhancement   + Establish a comprehensive approach to parental involvement throughout the district   + Support life-long love of reading   Atlanta Public Schools will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.  Annual evaluation data will be used to develop strategies to determine the effectiveness of parental involvement. The staff of the Title I, Local School Council members, and parents will develop surveys, formulate focus groups and workshop evaluations to collect data about:   * Programs and services * Processes and procedures * Program selection and elimination * Curriculum and resource needs   The district will conduct, with the involvement of parents, an annual evaluation to ascertain the effectiveness and content of the parent involvement policy to determine if the policy:   * Increase the participation of parents * Give particular attention to the disadvantaged, limited English proficient and individuals with disabilities * Increase partnerships between parents and children * Increase student achievement (i.e., use of Parent-School Compacts) * Build capacity for Parental Involvement * Increase parental input and involvement in school and district parental involvement decisions   Atlanta Public Schools parents and the community will participate in the review and evaluation of district parental involvement programs and services. This process will allow parents and the community to assess and determine the need for program changes, selections and elimination. Documents will also be reviewed and revised to ensure best practices are employed for increasing parent partnerships and student achievement. Atlanta Public Schools Title I department will review data from surveys, program evaluations, and feedback from parents and the community to:   * identify barriers to greater participation by parents in parental involvement activities. * provide particular attention to parents who are economically disadvantaged, are homeless, are disabled, have Limited English Proficiency, have limited literacy, or are of any racial or ethnic minority background. * assess new strategies to improve the district Parental Involvement Policy/Plan. * revise parent satisfaction surveys conducted by the Title I department during the spring of year.   Using the data from parent surveys, focus groups, and panel discussions of employees, Board members and community members, the APS staff identifies district goals, objectives, and performance measures to establish the annual Systemic Strategic Plan. All internal and external stakeholder groups contribute to the planning process in order to improve student achievement, recruit, develop and retain quality staff, seek capable leaders, and allocate resources effectively. Teaching and Learning and School Improvement/Leadership Development partners with content specialists, teacher and principal advisory groups, and Human Resources to develop annual professional learning need assessments.  Family Engagement Specialist and Parent Liaisons gather community input that is used by district leaders and principals to develop system and school wide achievement plans. Each Local School Council annually receives and reviews the school improvement plan, as well as, develops a monitoring system and recommends changes, if needed. The efforts of the Local School Council are communicated using several channels to create community awareness and solicit support from all constituents.  Annual evaluation data will be used in multiple ways to design strategies for more effective parental district and school policies. Data results from parent and stakeholder surveys will be used to create a  The Parent Involvement Plan was developed and is annually updated in conjunction with the following committee representatives: parents, teachers, principals, Parent Liaisons, Family Engagement Manager, Family Engagement Specialist, and deputy superintendent's office representative. The plan is distributed to all schools and copies are given to the parents during the first quarter of each school year. This plan will be update by September 2015.  The District's Parent Involvement Plan is distributed to parents on an annual basis; however, district news, announcements, and information is relayed to parents weekly and monthly via workshops in the local schools, newsletters, through media coverage, local PTA meetings, parent conferences and Local School Councils.  The Atlanta Public School System recognizes that the parent/family connection is one of the greatest driving forces behind the achievement of our students and that parent participation is vital to high levels of student success not only in school, but also throughout life. Research supports the positive academic and social impact upon students when there is meaningful parent and/or other family involvement. Therefore, the Atlanta Public Schools has implemented programs and policies to ensure increased parental involvement in the educational process.  The Atlanta Public School System assures the rights of parents of children being served in programs funded by Title I in accordance with the Elementary and Secondary Education Act to participate in the design and implementation of these programs. All parents of eligible Title I children, public and private, are invited to annual system wide meetings held in the spring (District Parent Connection Meeting) and fall (District Annual Title I Meeting) of each year. The annual system wide meetings are held at different times to give parents the opportunity to assist in formulating mechanisms for maintaining communications among parents, schools, LEA's and communities. Family Engagement Specialist and Parent Liaisons will host school-wide workshops, information meetings, and trainings for parents to attend. Local School Councils and PTAs serve as communication liaisons charged to inform parents of these meetings, increase parental attendance, and assisting with disseminating program and representative contact information.  Parents are also involved in the joint development of the school-wide parent involvement plan and in the process of school review and improvement under Section 1112 and Section 1116 through the use of parent surveys and memberships on committees, school wide planning teams, and school improvement teams. Each Local School Council will establish a committee responsible for working collaboratively with a Federal Engagement Specialist to present Title I parent involvement components and requirements at least twice per semester at LSC meetings. This work will include strengthening family and community involvement in a welcome school climate to close the achievement gap: Parental Involvement, Title I, CLIP, FLIP, Parent Compact, and Parent District-wide plan. The Parent Involvement Liaison works collaboratively with the Family Engagement Specialist to provide workshops in the school communities.  Parents are involved in the decision of how funds are allotted for parental involvement activities. These funds may be used to fund a variety of services including parent-school liaison positions, materials and supplies, equipment, conferences, etc. The district funds a Parent Involvement Liaison who coordinates district parent involvement activities and directs the Atlanta Public Schools Family Involvement Center. The Center provides a plethora of resources designed to address the needs of parents and their children. The Parent Involvement Liaison works collaboratively with the Family Engagement Specialist to provide workshops in the school communities.  Title III funds provide support to ESOL parent outreach activities throughout the district. Each semester, the Office of ESOL and World Languages hosts district-wide and regional ESOL parent outreach meetings. These meetings highlight a collaborative effort between district and community departments and resources. District ESOL Community Liaisons and ESOL staff provide classes and workshops for limited-English parents and for district and school staff. Each semester English classes are offered to parents and Spanish classes to school and district staff. | |
| **Is Plan Descriptor Revised?** |

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| **16. Title I, Part A** |
| **A description of the actions the LEA will take to assist its schools identified as Priority Schools, Focus Schools, and Title I, Part A Alert Schools.** |
| |  | | --- | | The SEA is required to administer annual assessments in math and reading/ language arts for the following grades: 3-5, 6-9, and 10-12. All students must participate in the assessment including disabled students and limited English proficient (LEP) students. The SEA must report disaggregated assessment results to the LEA by gender, ethnic subgroups, English proficiency status, migrant students, and students with disabilities.  Under federal law all districts are required to participate in a statewide assessment and accountability system to hold districts accountable for academic achievement. The SEA must identify schools that have failed to meet state assessment standards. These schools are designated as "Priority, and “Focus”.  The LEA Title I department is responsible for LEA Assurances. To ensure compliance with federal and state guidelines, the Title I department reviews Title I Schoolwide plans. The team provides feedback to schools and makes specific recommendations for revisions of plans.  Plans must reflect an analysis of achievement data and include research based best instructional practices to address the causes of the schools' failure on the states academic assessment. All schools received technical assistance in data analysis from the district’s Accountability/Research and Evaluation Department. The School Improvement plans are reviewed individually and each school is provided feedback as well as additional support. Professional development and technical assistance is provided to the LEA by the Metro RESA School Improvement team and GaDOE Lead School Improvement Specialist. The LEA provides on-going technical assistance to schools designated as Priority or Focus.  The LEA has Associate Superintendent offices that serve as a direct line of support to schools, ensuring that schools receive adequate professional development, instructional coaching, mentoring and on-going support. LEA district wide and site-specific professional development in reading/ language arts, math, science and social studies provide learning opportunities to assist teachers with best instructional research based practices and assessment techniques.  Core Content Specialist whose primary responsibility will be assist schools with professional development and share instructional best practices in designated schools. Associate Superintendents and leadership support teams will provide direct assistance to the building leadership and staff in implementing the Common Core Georgia Performance Standards, data analysis, performance standards, instructional planning, coaching and training.  Accountability/Research and Evaluation team will work with the Core Content Specialist and the Learning Technology Specialists to assist schools with benchmark assessments to monitor student improvement. Specific focus is given to professional development to improve student achievement for students with disabilities (SWD).  The LEA utilizes staff, including K-12 Associate Superintendents, Content Area Coordinators, Core Content Specialists, Educational Technology Specialists, and Digital Learning Specialists and staff from the Title I department team, Teaching and Learning Department to conduct site visits to monitor implementation and make recommendations to the school administration and staff. The GADOE Leadership facilitators and partner principals are assigned to schools in improvement status to provide additional support.  The LEA requires schools to administer benchmark assessments. Data from benchmark assessments is collected and the data is analyzed. Targeted professional development is provided based on an item analysis of data to identify areas of instructional deficits.  The LEA provides continuous support, on-going professional development, assessment, frequent monitoring and instructional modeling. The LEA recommends change in the school governance for schools not meeting state assessment standards The LEA School Improvement Plan specifically focuses on instructional alignment.  Schools are required to include research based instructional strategies for students performing below expectations. School Improvement Plans are reviewed and monitored for implementation. Teaching and Learning staff and Georgia Department of Education conduct site visits to schools. Principals, as instructional leaders of schools, conduct a specified number of classroom observations with feedback, weekly.  District personnel participate in training provided by the Georgia Department of Education, School Improvement Division on the School Improvement process. The GA DOE School Improvement Fieldbook is used by the district and schools to guide the continuous school improvement process. The system of support is based on the comprehensive and research based work of Robert J. Marzano and Dan Mulligans.  School Improvement Plans are written to reflect best instructional practices. School achievement data is analyzed and schools are required to utilize frequent on-going assessments. Each year more schools are making progress resulting in fewer schools designated as priority, focus and alert schools. | |
| **Is Plan Descriptor Revised?** |

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| **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.** |
| |  | | --- | | APS has established a process for notifying parents of students in schools that are identified as Priority and Focus status.  The Atlanta Public School District conducts the following to notify parents of FLP:   * Conducts a district wide meeting for parents on the implementation process of FLP * Provides guidance to Priority and Focus status schools regarding the implementation of FLP through written communications and meetings   Completes required actions and documentation for parents:   * Notifies parents of eligible children of the availability of the Flexible Learning Plan (FLP) * Maintains a written record of parent's inquiry regarding FLP * Retains resolution complaints on file. * Provides list of schools offering FLP and number of eligible students participating at each school.   The Atlanta Public School District will implement the following components for the FLP:   * Identify and explain the areas of need that will be addressed by the FLP offered at each school using school level disaggregated data * Describe the multiple, educationally related, selection criteria by core content area * Describe the scientifically research based strategies that the LEA will implement to ensure that supplemental academic intervention time is designed to support students meeting academic performance goals. * Describe the program delivery model that the LEA/school will implement. * Describe the professional development (PD) that the LEA will provide for the FLP instructional staff/contractor. * Describe the procedures the LEA will implement to ensure that the instructional goals of the FLP students are aligned with the Common Core Georgia Performance Standards. * Describe the procedures that the LEA will implement to maximize the enrollment and attendance of the students with the greatest need for the FLP. * Describe the procedures the LEA/school will use to monitor the implementation of the program and the tracking of all required data (assessment, program cost, etc.). * Describe the internal controls that the LEA will implement to promote efficiency, assure the fidelity of the implementation of the LEA's FLP program, and to safeguard assets and/or avoid fraud, waste, and abuse.   LEAs are required to evaluate outcomes of their FLP interventions. | |
| **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:**   * **Highly Qualified trend data for LEA and school** * **Information about numbers of teachers (disaggregated by subject taught and grade level) who lack certification and who are NOT designated as highly qualified;** * **Activities of how the LEA will develop strategies and use funds to support teachers in becoming highly qualified;** * **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;** * **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** |
| |  |  |  | | --- | --- | --- | | FY15 HiQ percentage for teachers is **99.54%**  FY15 HiQ percentage for paraprofessional is **99.79%**  Based on certification information provided at the time of hire, teacher course assignment at the school level, and the HiQ2 report, individuals are identified as non-HiQ. After identification, the principal and Title II Compliance Officer will work in collaboration with the non HiQ teacher and non-HiQ paraprofessional to develop an individualized remediation plan that addresses specific requirements and available resources to meet HiQ status. The principal and the HR Certification team will work in collaboration with the non HiQ teacher to determine what actions must be completed by the teacher in order to become highly qualified and remain employed. The plan will include the specific steps to be taken and the expected date for completion of these steps. The remediation plan will continuously be monitored by the principal and documented. Copies of the signed plans, including any follow-up letters and/or emails, are kept on file at the Office of Human Resources.  The Office Human Resources works with each teacher, paraprofessional and school administrator to ensure the individual completes the Remediation Plan and obtains highly qualified status. Periodic reviews of remediation plans are conducted by the HR Certification team and principals to ensure that teachers and paraprofessionals are on track with their signed remediation plan commitments. This plan is used to inform and guide teachers of requirements that must be satisfied in order to convert their certificate from Non-renewable to Clear Renewable. A deadline is set to ensure that all requirements are completed within the first three years of the five year certification validity period. Prior to the Remediation Plan deadline an email communication is sent to all plan holders. Further APS conducts individual HiQ consultation with educators with HiQ issues which may include HOUSSE (High Objective Uniform State Standard of Evaluation) preparation.  Reviews of remediation plans are conducted in October and March by to ensure that teachers and paraprofessionals are on track with their signed remediation plan commitments. The certification team members conduct individualized meetings throughout the year with principals and teachers to discuss teacher assignments in certification areas related to the remediation plans. This information is currently housed in Infinite Campus an electronic database that captures student and teacher scheduling information. The follow-up meetings also provide teachers and principals an opportunity to communicate any issues that they are experiencing and to seek advice for alternative actions  Remediation plans are developed in two ways for non-highly qualified teachers and paraprofessionals.   * When a certificated employee attends new hire processing the certification team reviews the certificate that they hold and the teaching assignment(s) to determine if a remediation or career plan should be developed with the employee. * The certification team also relies on the certification report that can be downloaded from the Georgia Professional Standards Commission’s website.   This report helps the certification team to determine which educators are in need of a remediation. In short, a remediation plan can be developed throughout the school year; however, preferably at the onset of their hire. Furthermore, remediation plans are agreed upon arrangements between the educator, their Principal and the certification team on how the educator will become highly qualified and the timeframe in which the educator will fulfill the requirement. The certification team has quarterly check points or more as needed on a case-by-case basis. The employee and principal are contacted via email and/or telephone conference to determine if progression is being made towards completion of the certification requirement, and to request documentation to validate progression. These check points also let the certification team know if they must engage outside entities like the Georgia Professional Standards Commission on options available to educators in meeting the highly qualified requirement.  Career plans are developed in two ways:   * When a certificated employee attends new hire processing the certification team reviews the certificate that they hold and the teaching assignment(s) to determine if a career plan should be developed with the employee. * The certification team also relies on the certification report that can be downloaded from the Georgia Professional Standards Commission’s website.   This report helps the certification team to determine which educators are in need of a career plan. In short, a career plan can be developed throughout the school year; however, preferably at the onset of their hire. Career plans are agreed upon arrangements between the educator, their Principal and the certification team on how the educator will convert the conditional type certificate to a standard professional one and the timeframe in which the educator will fulfill the requirement. The certification team has quarterly check points or more as needed on a case-by-case basis. The employee and principal are contacted via email and/or telephone conference to determine if progression is being made towards completion of the certification requirement, and to request documentation to validate progression. These check points also lets the certification team know if they must engage outside entities like the Georgia Professional Standards Commission on options available to educators in meeting the conversion requirement.  The district allocates Title II-A funds for the purpose of reimbursing GACE examination fees as well as provides GACE study materials to educators who are seeking highly qualified status. Funding is also provided for coursework (Reading endorsement, ESOL endorsement alternative certification programs, Exceptional children courses) and mentoring support to teachers and paraprofessionals. Dual immersion teachers are required to teach in Spanish and funds are also used to cover the cost of exams of Spanish proficiency, the American Council for Teachers of Foreign Language (ACTFL) OPI (Oral Proficiency Instrument) and the WPT (Writing Proficiency Test).  Policies are in place to ensure that students are not served by inexperienced or ineffective teachers. The Teacher Keys Effectiveness System (TKES) will be used to identify teachers who are ineffective. Those who are identified as being ineffective by the principal through formal observation will be placed on a Professional Development and Remediation Plan. If the teacher still fails to meet the target requirements based on the observation instrument, the teacher can be terminated. Remediation Plans will also be sent to all non-highly qualified teachers and paraprofessionals in order to support their efforts in becoming highly qualified.  In addition to the analysis of teacher observation data, student achievement data is also factored to ensure that students are not being served by ineffective teachers. Student achievement data is analyzed by the administrative team to specifically identify trends and gaps in student achievement. If a specific trend or gap can be identified as a trend for a specific teacher, the appropriate action steps are taken to support the teacher in the identified domain. Another policy that exists to ensure that students are not serviced by ineffective, inexperienced teachers two years in a row is the FMLS policy. This policy states that if a teacher is out for a period longer than 60 days, the Human Resources Division can move to replace the teacher in that classroom on the 61st day to ensure that students are not served by long term substitutes for an extensive period of time. These and several other policies support not only the needs of the district, but the quality of education for the students.  Given the above, during the 2011, 2012 ,2013, 2014, and 2015 school years the Atlanta Public Schools HiQ percentages are as follows: an Atlanta Public Schools teacher percentage for 2014 school year the HiQ percentage for teacher is 97.43% and paraprofessional 99.09%, For 2013 teacher percentage was 95.84% and paraprofessional was 96.92%. For 2012 school year the HiQ percentages for teachers was 96.6% and paraprofessional was 99.56%. and for 2011 school year Atlanta Public Schools teacher percentages was 95.93 and the HiQ percentages for paraprofessional was 99.23.  During the school year individuals who have not met HiQ were given Remediation Plans based on HiQ2 data whereby they had to indicate to the Administrative Services department in writing their method(s) of becoming highly qualified. In addition, the Remediation Plan provides a hard deadline date for individuals to fulfill HiQ requirements. The Title II Compliance Officer is then charged with quarterly checks of the affected individuals to ensure that they are on track with their signed remediation plan commitments. Title II Education Specialist will provide continuous support to the teachers and paraprofessionals with guidance and professional development to become HiQ.  The district makes every effort to only hire teachers and paraprofessional who are highly qualified. Teacher/paraprofessional experience, educational background, and certification are the primary criteria used to assess their highly-qualified status. When the district hires a teacher or paraprofessional whose credential and record indicate that they are not highly qualified, those individuals are given ninety days to become highly qualified. These individuals must pass the prescribed assessment in their area in order to evidence their qualifications.  In order to abide by the Elementary and Secondary Education Act, the Teaching and Learning Department and the Title I department provides learning opportunities and teacher assessment preparation (GACE) to support teachers and paraprofessionals to ensure that they become highly qualified. The district provides the reading and mathematics endorsement programs for middle school teachers and an online Paraprofessional Institute to assist paraprofessionals in becoming highly qualified. In addition to the process employed by the system, Title III takes extra steps to ensure that their teachers and paraprofessionals meet the highly qualified requirements in Title I by implementing the following processes:  Results from local and state administered tests will be analyzed to determine the areas of weakness identified in teaching ELs. Paraprofessionals will participate in all district wide ESOL focused professional learning sessions that will prepare them for working with ELs. Participants will be chosen to attend conferences that focus on content areas (administrators, teachers, paraprofessionals, other school staff members as well as district staff) based on school needs identified through surveys, district administrators, or school administrators. In-service activities at school sites to improve teacher performance will be offered upon request and school needs.  Federal requirements under Title III stipulate that the district ensures the English proficiency of all ESOL teacher. Beginning in 2014, APS did require that all ESOL teachers complete a Teacher English Proficiency Survey which the Title III department maintains on file.  Teachers who work in the language instruction program for Limited English Proficient (LEP) or English Learners (EL) are required to hold proper certification credentials as issued by the Georgia Professional Standards Commission ([www.gapsc.com](http://www.gapsc.com/)). The certification process requires that teachers submit passing scores on the appropriate GACE educator exams at levels I and II. The GACE I exam measures educators’ abilities in English, reading and mathematics. GACE II exams measure educators’ abilities in specific content areas and as such there is a specific ESOL exam for those holding the “clear renewable” certificate in ESOL.  Educators holding the ESOL ‘endorsement’ attached to an existing teaching certificate must complete the endorsement program composed currently of three courses: ESOL Linguistics, ESOL Culture, ESOL Methods and Materials. All ESOL teachers in APS currently hold the ESOL Endorsement or ESOL certification in addition to certification to a content field relevant to the grade level/s for which they serve.  In order to document English proficiency, all ESOL teachers and are required to submit to the District ESOL Office a form with detailed evidence of how the teacher can demonstrate mastery of the English language. These forms are on file in the district ESOL office for all ESOL teachers.  The percentage of highly qualified teachers (as defined by the NCLB Act) and paraprofessionals increased by the end of the 2005 – 2006 school year to 93% and 76% respectively. Even though this represents an increase the district did not meet the strategic goal it set for itself. At the beginning of the 2005-06 school year the Title II-A federal report showed the following: 84.5% of teachers in Non-Title I schools were deemed highly qualified. 15.5% were deemed not highly qualified. 86.5% of teachers in Title I schools were deemed highly qualified. 13.5% were deemed not highly qualified. For the 2006-07 school highly qualified. 9.8% were deemed not highly qualified. Special education teachers are now required to hold certification in a specified content area opposed to a broad field special education certification. The district has made every effort to move teachers into areas in which they are highly qualified. The individuals who are not, have committed to completing requirements to become highly qualified by the end of the 2006-2007 school year. Data compiled from the May 2006 CPI Not-Highly Qualified Report indicates the following numbers of teachers were "not highly qualified': Elementary level - there were 145 regular education and special education cognitive level P-5 teachers; Middle level - there were 189 reading, 34 mathematics, 20 English/language arts, 63 science, 3 social studies and 4 foreign language teachers; High School - there were 3 reading, 19 mathematics, 23 English/language arts, 27 science, 19 social studies, and 3 foreign language teachers. These numbers do not include exploratory or cross-grade level teachers. Paraprofessionals are only assigned for Kindergarten and the Department of Special Education. There is remediation for those teachers remaining with the district who must become 'highly qualified'; however, several teachers have now been separated by APS. All schools have created two notices to parents that inform them of required Parental Notifications regarding the highly-qualified status of teachers in their child's school. The notices are sent out at the beginning of the school year to inform parents of their right to request the professional qualifications of their children's classroom teacher(s) and paraprofessional(s). Additionally, parents are informed if their child will be taught by a teacher for four consecutive weeks who is not highly qualified. The LEA provides professional development classes for reading endorsement and the opportunity to take the GACE for Reading Certification through Title I and Title II-A funds. Title III teachers are required to meet state certification requirements, i.e. ESOL Endorsed/Certified. Currently all APS ESOL teachers are ‘highly qualified' by the Georgia Professional Standards Commission.. An Action Plan, has been submitted to Human Resources and the Georgia Department of Education, that outlines how the district will prepare Special education teachers to become certified and highly qualified. As an example, steps are specified in the Action Plan, such as:   * organizing a core committee of Special education and HR, to discuss the impact of this group of teachers, * holding meetings to include all Special education , teachers, assistant principals, special education liaisons, and Special Education Lead Teachers to address the certification needs and assistance provided by the school system * addressing individual staff concerns in Region team meetings * providing assistance for teachers to in the use of courses * providing guidance in completion of the High Objective Uniform State Standard of Evaluation (HOUSSE). Copies of memoranda sent from central office to schools and teachers are included in the Action Plan   **Belief Statement**  APS is a high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system. APS believes that continuous progress monitoring and improvement processes are critical to ensure high expectations and excellence in student achievement, while providing equitable opportunities for all students by highly effective teachers.  **Summary of How the Needs Assessment is Conducted**  Each year, every school in the Atlanta Public School System (APS) submits a School Improvement Plan (SIP) that incorporates demographic data, stakeholder perception data, student learning data, and school process data to identify their needs in order to focus school level professional learning and instructional practice. The planning committee members are comprised of the following stakeholders: parents, community representatives, teachers, administrators, and paraprofessionals. Once the data is analyzed and interpreted, the regional clusters complete a professional learning plan to address school’s identified needs. This information is then aggregated and included as part of the SIP and presented to central office personnel to help drive decisions on professional learning. Additionally, meetings are facilitated with Central Office Support Staff, which consist of Human Resources leaders, Teaching and Learning leaders, Office of Federal Grants and Program Compliance leaders, and Student Services leaders to address:   * equitable access to highly qualified teachers, paraprofessionals and school and system leaders * equity in teacher experience * equity in teacher training * equity in class sizes * recruitment and retention of highly qualified teachers   In addition, teacher listening sessions were conducted to obtain feedback on current services, support and continued needs. These meetings and work sessions were conducted bi-weekly to ensure data was appropriately aligned to the Title IIA guidelines and to ensure that team members received adequate time to prepare their presentations.  **Summarize Findings for:**  **HiQ Status of Teachers**  Atlanta Public Schools has an overall highly qualified status of 97.43%. Assessments of the issues have been reviewed and the district is working diligently to determine suitable resolutions and internal controls in order to achieve 100% highly qualified status for teachers.  **HiQ Status of Paraprofessionals**  Atlanta Public Schools has an overall highly qualified status of 99.09 %. Assessments of the issues have been reviewed and the district is working diligently to determine suitable resolutions and internal controls in order to achieve 100% highly qualified status for paraprofessionals.  **Teacher Experience**  The distribution of teacher experience in the district is consistent with national trends. Most teachers in the system fall under the “Middle Level” category with three to twenty years of experience. Teacher experience in the district is as follows:   * 0-3 Years Experience 13.62% * 3-20 Years Experience 67.86% * >20 Years Experience 18.52%   **Teacher Training to Meet Diverse Student Needs**  Creating a rigorous instructional environment is imperative to meet the needs of all learners in Atlanta Public Schools. Student assessment data and feedback from the leader, teacher, and paraprofessional surveys identified gaps in instructional practice in the areas of mathematics, literacy, science, social studies, and addressing the needs of economically disadvantaged and special education students. The need for support in implementing the Common Core Georgia Performance Standards, accommodating all learners, and differentiating instruction were identified as focus areas for professional learning.  **Class Size**  During the 2013-2014 school year, APS adhered to the Georgia class size formula to ensure that Title I and non-Title I schools have the same teacher-pupil ratio in its classrooms. The district has been granted a waiver to exempt class size requirements for the 2015-2016 school year.  **Retention**  The retention data for the district indicates that 82% of effective teachers were retained in 2012-2013. Teachers are considered retained if they are teaching in an APS classroom the following fall; thus, retention data for 2014-2015 will be finalized in August 2015.  **Recruitment**  Atlanta Public Schools recruits teachers across the country to teach in our district. The district has developed and implemented a vigorous recruitment plan to support the Districts Needs Assessment results which indicate that the District needs highly qualified mathematics, science, world languages, dual immersion, and special education teachers. APS Talent Acquisition team representatives participated in 18 recruitment events at various local and national colleges/ universities, as well as a national virtual job fair which was hosted by Top Schools Jobs/Ed Weekly. It is also a priority within the district to recruit highly effective teachers with diverse backgrounds who reflect the demographics of the student population. Title II-A funds will be utilized to pay for registration and travel for recruiting efforts at future job fairs that will focus on the targeted content areas.  The departments of Human Resources, Teaching and Learning, Title I department, and Student Services will collaborate to ensure equitability across schools and support teacher and leader quality. According to the needs assessment results, the following have been identified as priority areas of need:   * Preparation, Induction, and on-going support for teachers, aspiring and novice principal’s support which includes (mentoring, modeling and coaching) * Professional learning that meets the needs of teachers and leaders in all content areas, with an increased emphasis in math, science, and special education * Recruitment and retention of highly qualified teachers, paraprofessionals, and administrators in schools with a high percentage of low-achieving students * Offer incentives to promote teacher and leader opportunities * Hire additional personnel to support professional learning for teachers in core content areas Hire additional personnel to support professional learning for leaders * Provide professional learning opportunities to ensure that support staff have exemplary skills needed to build the capacity of teachers and leaders * Provide job-embedded learning experiences for teachers and leaders   **Prioritize needs**   |  | | --- | | Atlanta Public Schools collaborates with all stakeholders to help identify and support areas of need within the district. Atlanta Public Schools has designated the Title IIA Education Specialist, Title IIA Compliance Officer and Title IIA Data Analyst to provide oversight of Title IIA. This team collaborates with other district-level staff, school administrators, teachers, community members, parents, paraprofessionals, board members and others to assess and prioritize the needs of the district. The district’s Stakeholder Involvement Committee is comprised of community leaders from various organizations including local government, civic,colleges/universities, and social organizations. This group is tasked with providing input into planning of the system’s strategic action plan which includes needs covered under Title IIA. Data is disseminated to these groups and input is solicited on the district’s needs and the use of funds. The district’s Cross Functional Team is made up of district-level staff. These groups also review the data and made recommendations regarding Title IIA Equity Plan. |  |  | | --- | | The design of the focus group meetings to support the Atlanta Public Schools Equity Annual Needs Assessment accommodate for inclusion of district-level staff, school administrators, teachers, parents, paraprofessionals and others to assess and prioritize the needs of the district. Additionally, the Stakeholder Involvement Committee is comprised of community leaders from various organizations including local government, civic, colleges/universities, and social organizations. This group is tasked with providing input into planning of the system’s strategic action plan which includes needs covered under Title IIA. Data is disseminated to these groups and input is solicited on the district’s needs and the use of funds. The district’s Cross Functional Team is made up of district-level and school-level staff. These groups review the data (demographic data, stakeholder perception data, student learning data, and school process data) and recommendations are made regarding the Equity Plan. The team is responsible for reviewing the prior year data, prioritizing of school and district needs, and establishing goals, strategies and benchmarks for meeting needs. The cross functional team meets on an on-going basis to discuss the action plan and the effectiveness of each area. After a thorough analysis of all needs assessment data, we have determined that there is a need for job embedded professional learning, professional learning for content areas, induction support for teachers and leaders, target recruitment for hard to fill areas and continued opportunities for growth and development.    A cross-functional team comprised of school leadership teams and central office leadership meets regularly to monitor the progress of schools. All stakeholders met 1) to analyze student achievement data; 2) present data from their respective areas to further determine areas of need 3) prioritize and collate the needs into like areas; and 4) create a high-level action plan to address the priority areas. The Stakeholder Involvement Committee is comprised of community leaders from various organizations including local government, civic, colleges/universities, and social organizations. This group is tasked with providing input into planning of the system’s strategic action plan which includes needs covered under Title IIA. Data is disseminated to these groups and input is solicited on the district’s needs and the use of funds. The district’s Cross Functional Team is made up of district-level and school-level staff. These groups review the data (demographic data, stakeholder perception data, student learning data, and school process data) and recommendations are made regarding the Equity Plan. The team is responsible for reviewing the prior year data, prioritizing of school and district needs, and establishing goals, strategies and benchmarks for meeting needs. The next step is to create a long-term strategic plan for the recruitment, retention and professional development of highly effective teachers and leaders.    **Teacher HiQ Percentage for the current year**  97.16%  **Paraprofessional HiQ Percentage for the current year**  99.06% |   Based on certification information provided at the time of hire, teacher course assignment at the school level, and the HiQ2 report, individuals are identified as non-HiQ. After identification, the principal and Title II Compliance Officer will work with the non HiQ teacher to develop an individualized remediation plan that addresses specific requirements and available resources to meet HiQ status. The principal and the Title IIA Compliance Officer will work in collaboration with the non HiQ teacher to determine what actions must be completed by the teacher in order to become highly qualified and remain employed. The plan will include the specific steps to be taken and the expected date for completion of these steps. The remediation plan will continuously be monitored by the principal and documented. Copies of the signed plans, including any follow-up letters and/or emails, are kept on file at the Office of Administrative Services.  The Office of Federal Grants and Program Compliance works with each teacher, paraprofessional and school administrator to ensure the individual completes the Remediation Plan and obtains highly qualified status. Periodic reviews of remediation plans are conducted by the Title II Compliance Officer and principals to ensure that teachers and paraprofessionals are on track with their signed remediation plan commitments. This plan is used to inform and guide teachers of requirements that must be satisfied in order to convert their certificate from Non-renewable to Clear Renewable. A deadline is set to ensure that all requirements are completed within the first three years of the five year certification validity period. Prior to the Remediation Plan deadline an email communication is sent to all plan holders. This email requests a status update from the teachers on all requirements that have been completed thus far. This provides teachers with an opportunity to communicate with the Title II Compliance Officer on any issues that they are experiencing and to advise them on the right course of actions. The APS Title II Compliance Officer conducts individual HiQ consultation with educators with HiQ issues which may include HOUSSE (High Objective Uniform State Standard of Evaluation) preparation.  The Atlanta Public Schools utilizes Teacher Keys as the teacher evaluation system. This assessment system compiles student achievement results, teacher observation data, and student perception data to evaluate teachers and contribute to a teacher’s effectiveness measure. Teacher effectiveness data is compiled within the Teacher Effectiveness Dashboard (TED). The TED serves as a repository for data that includes: experience, evaluation scores, student achievement data, observation data, and value-added results at the school level to determine HiQ. This information will allow administrators to staff appropriately and accommodate student learning needs.  The Atlanta Public Schools utilizes Teacher Keys as the teacher evaluation system. This assessment system compiles student achievement results, teacher observation data, and student perception data to evaluate teachers and contribute to a teacher’s effectiveness measure. Teacher effectiveness data is compiled within the Teacher Effectiveness Dashboard (TED). The TED serves as a repository for data that includes: experience, evaluation scores, student achievement data, observation data, and value-added results at the school level. This information will allow administrators to staff appropriately and differentiate professional development activities for staff members.   During the 2013–2014 school year, district administrators monitored teacher placement and support for teachers based on experience levels. District administrators and Human Resources personnel will support principals to make every effort to hire Highly Qualified teachers for available positions. Utilizing the Teacher Effectiveness Dashboard, Principals will be able to make hiring and internal decisions to address any inequities, including the reassignment of teachers in order to provide a greater balance of experience, especially in schools that serve poor and minority students. Novice teachers will receive support from district instructional mentors and teachers new to the district or school site will receive support from site-based mentors and instructional coaches. Professional learning will be provided to teachers to ensure that appropriate instructional strategies are being implemented to support student learning.     The Teacher Keys Evaluation System will be the primary instrument for determining teacher effectiveness in the district. LEA, program and school administration will utilize TKES data to ensure that teachers are appropriately placed and supported instructionally. The development of the Teacher Effectiveness Dashboard (TED) allows district administrators to monitor teacher effectiveness levels in schools and classrooms, based on TKES. Based on professional learning perception data collected during the 2013-2014 school year, professional learning opportunities will be offered to increase the level of teacher effectiveness in schools. The LEA will assign district and school based professional learning support staff and content specialists to implement job-embedded professional learning opportunities.    The LEA has restructured the Human Resources Department and created a talent acquisition process that will ensure that prospective teacher candidates are screened through a rigorous selection process which includes systematic pre-screening and interviewing procedures. This provides an intentional, focused teacher acquisition process where only the most effective teachers are hired into the district. The Teacher Effectiveness Dashboard (TED) will give principals and program administrators the necessary data relating to teacher effectiveness at the classroom level. Principals and program administrators will consider the TKES effectiveness level and years of experience as they make classroom and subject assignments. At the end of the school year, principals and program administrators will flag students who have been taught by teachers scoring as ineffective using TKES. Principals and program administrators will make every effort not to assign students who were flagged for having ineffective teachers to a second year of ineffective instruction. The LEA will also recommit to its goal to increase the capacity of teachers to provide academically enriching environments for all students. Professional learning will be provided by site administrators, instructional coaches, and district and school level support staff and content specialists, in order to build capacity within the district’s instructional workforce.    Leadership support staff will work to support building administrators create, manage, and monitor class schedules and rosters to ensure that student needs are being met. Professional learning will be provided to support principals and assistant principals on scheduling and forecasting school and student needs. During the 2013-2014 school year, teacher experience data was captured for all schools. Principals were able to utilize experience data as a consideration in making decisions regarding teacher assignments. During the 2014-2015 school year, district administrators will be able to monitor teacher placement and support for teachers based on experience levels. During the evaluation of teachers and the placement of students, APS will ensure that all students and teachers receive the academic support needed. APS will also ensure based on reviewing data from previous year and writing the scope of work for current year that all students receive service from highly effective teachers. Title IIA Compliance Officer works closely with HR and schools to ensure that teachers are highly qualified. The Title IIA Compliance Officer will also work with HR and schools to ensure equity in class size across schools.    The Office of Professional Learning will develop Differentiated Instruction Academies for teachers. These academies will develop the capacity of staff to understand how to assess student needs, implement specific strategies and practices that are targeted to those student needs, and assess the effectiveness of the differentiated support.  In an effort to provide teachers and paraprofessionals with effective teaching methods that will improve academic achievement and ensure that students are college and career ready, the APS staff members implement the following:   * School Focus Walks and informal observations to assess instructional delivery throughout schools * Teacher self-assessment surveys to assess teacher perceptions of effectiveness and efficacy Student benchmark data to assess student learning and progress * Teachers’ performance measured by the use of Teachers’ KEYS and classroom observations The above activities enable district leaders and principals to complete the following: * Analyze data using researched-based assessment plans and tools * Revise training delivery or content based on progress toward student improvement targets Measure impact of change on student achievement and teacher performance * Review and revise instructional activities to align with curriculum, program goals, and state standards * Utilize Content/Learning Specialists to train mentor teachers and instructional support staff to assist classroom teachers with differentiation strategies to meet the goals of the diverse learners * Provide professional learning to assist teachers with strategies and methods to meet the needs of their diverse student population * Provide face-to-face and online opportunities throughout the school year * Provide professional learning opportunities which are job embedded to ensure that teachers' adoption of the standards supports students’ continued growth and achievement.   The Office of Professional Learning has created Teacher Leader Career Pathways as one way to retain highly effective teachers. The Teacher Leader Career Pathways create leadership opportunities for teachers who want to remain in the classroom, but also creates a path for those who desire to increase their leadership experiences in order to pursue leadership opportunities outside of the classroom.  Atlanta Public Schools continues to identify the induction of novice teachers as a priority. Contracting with the New Teacher Center (NTC), APS utilizes the NTC induction model and provides all new-to-the-profession teachers with an orientation as well as job-embedded learning offered through the Instructional Mentors. The Instructional Mentors support their teachers through 1-2 hours of weekly mentoring, coaching and modeling of instructional practices. Once teachers enter their second year, they are supported by a Campus-Based Mentor to receive ongoing support. In addition, funds will be used to offer teacher development program support and teacher stipends for professional learning opportunities.  Funds from Title II-A are used to support the Teacher Induction Program and Teacher Leader Career Pathways, as described in the previous section. In addition, Title II A funds are used to support leadership development programming which will support aspiring leaders, assistant principals, novice principals, principals at traditionally underperforming schools and highly-effective principals.  Recruiting and placing highly qualified staff begins with goal setting and visioning and then assessing the current state. After determining the areas of need, the critical needs areas drive the target audience for recruitment. The district recruits in and out of state in order to meet the needs of the district. Title II, Part A funds supplement costs for recruitment activities. Recruitment is not limited to seeking traditionally trained educators. APS also employs alternatively trained teachers through programs such as Georgia Teaching Fellows, Teach for America and Metro RESA. The district partners with the Global Teachers Research and Resources, Inc., to staff schools with culturally diverse teachers that are highly qualified. APS positions are posted on the district website via Career Connections. The district also posts vacant positions with college/university career centers, job boards, education related websites and through social networking such as Facebook, Twitter, and Linkedin. APS has implemented the Atlanta Urban Teacher Residency (AUTR) program, a teacher preparation program in partnership with Georgia State University. AUTR provided a pipeline of effective secondary teachers in the district’s areas of greatest need – math, science. As this program sunsets, APS will look to infuse elements of the residency program in the district’s new teacher preparation program. APS will be approved by the Georgia Professional Standards Commission in fall of 2014 to provide Teach for Atlanta, a GATAPP alternative certification program. The goal of the district led programs is to increase the number of highly qualified teachers in the district and potentially address the need to increase the number of teachers with dual certification areas of math or science and special education. Our recruitment strategies will continue to focus on addressing our needs in secondary content areas, special education and foreign language. We will rely on our external recruitment efforts and partnerships with colleges/universities and entities like Teach for America to address our needs. | |
| **Is Plan Descriptor Revised?** |

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| **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 Office of Professional Learning has formally adopted the Professional Learning Standards published by Learning Forward. In addition, the newly-revised APS Board policy and the newly-revised state board rules governing professional learning will be utilized to implement, monitor and evaluate the professional learning activities conducted at the school and district levels. The Office of Professional Learning has convened an advisory board comprised of district representatives from across the organization who will support how we implement and communicate expectations for professional learning. Funds utilized by the Office of Professional Learning will support Teacher and Leadership development opportunities that support the retention of high-quality staff. ). We will utilize job-embedded learning opportunities as the major thrust for how we support building the capacity of staff. Such opportunities will be naturally supportive of the work of teachers and leaders as one way to ensure that learning does inform and impact practices.  In FY2016, Title II and Title III funds will continue to be utilized to build the instructional capacity of teachers, ESOL and general education, to meet the needs of ELs.  Carl D. Perkins funds for FY16 will be partially used to increase students’ literacy and mathematics skills. Teachers will receive targeted training, coaching and individual support via PLC, after school workshops, weekend and summer training.  Title II and Title III funds are used to support professional learning efforts that foster EL success and inclusion. The ESOL Department continues to strive to build awareness and knowledge of the unique linguistic and cultural needs of ELs and their parents. APS, in conjunction with MetroRESA, continues to provide the GaPSC-approved ESOL endorsement annually to over 50 teachers. Current initiatives focus on the need to provide the ESOL endorsement on two levels, one through a general cohort and the other through a school-focused cohort model. Funds will also be utilized to ensure that ESOL knowledge in the district is current and up-to-date. As the district begins its rollout of two-way, and one-way dual immersion programs funds will be used to increase knowledge of effective dual immersion programs. | |
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| **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:**   * **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;** * **Improve student behavior in the classroom;** * **Involve parents in their child’s educations; and** * **Understand and use data and assessments to improve classroom practice and student learning.** * **Become and remain technologically literate.** | | |  | | --- | | Professional learning is explicitly linked to high and challenging standards in content and performance for all students, and focuses on effective teaching and learning and instructional leadership, and engages participants as active learners.  The district allocates Title II funds and local funds to provide mentor stipends to site-based mentor teachers, to fund an Instructional Mentoring Program, and to provide a Teacher Support Specialists (TSS) endorsement program in conjunction with the North Metro Regional Education Service Agency (RESA). These mentors serve as mentors to new novice teachers and provide ongoing support through a structured mentor support program during the first three years of employment.  The district allocates Title II and Title IV funds to pay new and practicing teachers stipends for attending summer workshops and trainings. This reduces the need to take teachers out of the classroom and provides them with an incentive for completing course work during the summer. These classes include: Teacher induction Move It Math, and mathematics problem solving (Mathematics Initiative). Specific training in mathematics content has been identified as a district need by areas of improvement within our student achievement data.  Mathematics teaching at all levels requires that all teachers, including Special Education and/or Gifted teachers who either have or are in the process of gaining an extensive knowledge of mathematics including mathematics pedagogical knowledge, knowledge of mathematics curriculum and how students learn. The district developed a Mathematics Initiative and through the Mathematics Initiative, a cadre of trainers was selected to train during the summer to redeliver developed modules using a paired school model. The mission of this initiative is to significantly improve student achievement in mathematics by assisting teachers in developing student-centered environments that engage students in inquiry-based collaborative work and investigative exploration for learning mathematics.  This program, initially funded by the National Science Foundation and supported by the Partnership for Reform in Science and Mathematics (PRISM), is a collaborative developed by the University System of Georgia Board of Regents, the Georgia Department of Education (DOE), colleges, universities and public school systems in four regions of the state. The current Mathematic/Science Initiative is funded by the GE Foundation.  The eMath grant provides professional development, stipends, and cutting edge resources as incentives for teachers to provide for the needs of the diverse student populations that they teach. Teachers participating in schools who are the recipient of this grant is provided training in lesson plan development and implementation, and instructional unit development support which supports a more dynamic classroom that is student centered thus decreasing off task behavior. The grant provides for sustained training over the life of the grant and teachers have the technology and resources to remain technology literate. Teachers working in professional learning communities, modeling lessons, collaborating regarding lesson development and implementation supports for staining training technology literacy.  Title II funds assist the district in offering paraprofessionals serving Title I, Part A schools a Paraprofessional Online Institute. Provided by 21st Century Learning, the program assists paraprofessionals in meeting the ESEA and in the development of skills to become effective instructional assistants in the classroom in order to increase student achievement. The Institute is a collection of seven courses designed to address research-based knowledge and skills that include the stages of human development and learning, instructional and classroom management strategies, teaching diverse populations, teaching in the content areas, and educational applications of technology and professional responsibilities.  Carl D. Perkins funds will used to train and develop teachers in technical subject areas. Funds will be used to provide on-going staff development via the CTAE Resource Network (CTAERN) and targeted professional development (e.g. implementation of Common Core, numeracy and literacy in the CTAE classroom). Teachers will be afforded the opportunity to participate in after school, weekend and summer professional learning/training and in some cases a stipend may be paid to teachers.  Teachers are also provided with stipends to attend advanced placement courses at colleges and universities. The purpose of these courses to prepare teachers to become skilled to teach higher-level classes such as calculus, physics, and world languages as well as other AP courses.  In addition, Title III funds and staff provide numerous opportunities for professional learning and continuous improvement. District and local school ESOL staff offer workshops, training sessions and professional learning classes. Classes may be offered to a local school or district-wide. Title III funds are also utilized to fund opportunities for nationally recognized experts to work with ESOL staff or for ESOL staff to attend conferences, workshops and training sessions. While APS recognizes the importance of training staff, it also recognizes the importance of providing parents the opportunity for personal growth. Title III funds support a varietyof initiatives aimed at limited English-speaking parents to ensure that parents are equal partners in their children’s education. ESOL Community meetings, parent classes and English classes for Non-English Speakers are some of the opportunities available to parents. APS has also recently partnered with the Mexican government to provide additional learning opportunities for Spanish-speaking adults in the community through the Plaza Communitaria program. This program will allow Spanish-speaking adults to complete their primary education in Spanish through a web-based program. Plaza Communitaria sites will be established throughout the district in the FY2016 school year.  **HIGHLY QUALIFIED TEACHER EQUITY**  Atlanta Public Schools believes that every child should be provided with a competent, caring and highly qualified teacher and/or paraprofessional. One of the strategic goals of the Atlanta Public Schools is to prepare and implement a comprehensive professional learning program that will ensure that every child receives a highly qualified and effective teacher. District leaders, along with the Human Resources Division, work with each teacher, paraprofessional and school administrator to determine what is needed of the individual to obtain high quality status. They then make the necessary adjustments to place teachers and paraprofessionals into areas where they already meet highly qualified requirements or provide the resources, training, coursework, endorsement programs, mentoring programs, and alternative certification programs so that teachers and paraprofessionals may obtain this status. In addition, policies are in place to ensure that students are not serviced by inexperienced or ineffective teacher two years in a row. If a teacher is identified as being ineffective by the principal through formal observation and the necessary modifications are not made to adjust instruction, the principal may place the individual teacher on a Professional Development Plan. If the teacher still fails to meet the target requirements based on the observation instrument, the teacher can be terminated.  In addition to the analysis of teacher observation data, student achievement data is also factored to ensure that students are not being serviced by ineffective teachers. Student achievement data is analyzed by the administrative team to specifically identify trends and gaps in student achievement. If a specific trend or gap can be identified as a trend for a specific teacher, the appropriate action steps are taken to support the teacher in the identified domain. Another policy that exists to ensure that students are not serviced by ineffective, inexperienced teachers two years in a row is the FMLA policy. This policy states that if a teacher is out for a period longer than 60 days, the Human Resources Division can move to replace the teacher in that classroom on the 61st day to ensure that students are not serviced by long term substitutes an extensive period of time. These and several other policies support not only the needs of the district, but the quality of education for the students.  **Restructuring and Organizational Improvements**  APS utilizes the Lawson Information System to periodically retrieve information by schools and central office personnel to make informed decisions regarding teacher and staff quality. The Lawson implementation project is currently re-engineering the enterprise information system for our finance, human resources and procurement operations in order to support a more efficient education operation. Infinite Campus, our new student information system which was implemented in Aug. '08 allows teachers to manage attendance and grades. In addition, it provides a parent portal that will give parents 24-7 online access to their children's grades, class assignments and attendance information (operational during the 2009-10 school year). The Human Resources Division's priority has been to recruit and retain highly qualified teacher candidates. Through the use of Title II Part A funds, a new position has been created in order to support the implementation of the Equity Plan goals. The new Title II Compliance Officer assists in ensuring that all teachers achieve and/or maintain HiQ status, support principals as needed with data regarding certification for placement as well as continually review and assess compliance with NCLB guidelines. In addition, the Human Resources Division identified the need to create two additional positions to address the needs identified in this plan. The new Program Manager for Recruitment services assists in the strategic planning for recruitment and retention of certified staff through various programs such as TFA placements, VIF, Atlanta PLUS and global recruitment efforts. The new TALEO Application Systems Administrator assist in maintaining the TALEO applicant tracking system; which includes developing filters to filter the most qualified candidates for positions, ensure compliance with EOE data and provide technical support internal and external applicants as well as hiring managers. All three of these positions work in collaboration to support their specific areas within the Human Resources Division.  **Trainings Highly Qualified: Teacher Quality**  The Human Resources Division is in the process of creating training materials to assist school-based administrators in making credible hiring and placement decisions. Content will include general Title II, Part A requirements, special education areas of concern, a review of the state's HiQ2 system, and an analysis of each school's highly-qualified and equity data. In regards to equity data, administrators will be trained to use the state's Equity Technical Assistance (ETA) online resource which contains demographic and teacher experience data. In addition, information regarding teacher quality is shared with appropriate areas and departments on a more regular basis so that efforts are made to ensure that high needs areas are staffed appropriately. The Human Resources Division will continue to provide technical assistance to school-based administrators guiding them through the appropriate staffing and placement of teachers in alignment with each teacher's state certification.  **GACE® Workshops**  As an effort to assist teachers, particularly special educators, meet the Georgia Professional Standards Commission content assessment requirements, GACE® workshops will be offered throughout the year. Content assessment workshops will lead participants through a deeper understanding of Common Core Georgia Performance Standards and the state's testing framework. The Office for School Improvement/Leadership Development keeps an active referral system in place to direct teachers that need coursework to satisfy certification requirements. Teachers are directed to the on-line http://www.gace.nesinc.com/ website. In addition, Title I funds were also used to purchase resources related to GACE preparation.  **District-wide and Stakeholder Communication**  Members of the Human Resources Division staff will provide new teachers with information regarding the federal and state Title II, Part A highly qualified requirements and to inform teachers of resources available through the district. At the beginning of each school year, the Human Resources Division will provide directions to schools advising them to provide notification (Parents Right-to-Know) to parents of their right to acquire information regarding the qualifications of teachers and paraprofessionals. In addition, during the fall of each year, the schools will notify parents of students being taught by a teacher who is not "highly qualified" for a core subject area to which he or she is assigned. Notification will also be sent to parents of students who have been taught by a long-term substitute for more than twenty days. Parents will be informed of the substitute's non-highly qualified status and his or her professional qualifications. Teachers who have not reached highly qualified status at the beginning of the year will be sent an official notice by the Human Resources Division notifying them of Title II, Part A highly qualified requirements and informing them of their non-highly qualified status. In addition, teachers will be provided with information regarding test reimbursements, if available, and other resources for becoming highly qualified. Throughout the year, the Human Resources Division will provide technical assistance to district personnel regarding certification and highly qualified status. Teachers meet with their building administrators to outline and sign off on steps that will be taken to become highly qualified. To this end, the Human Resources Division will record plans for remediation for each teacher and paraprofessional who is not highly qualified in the state's HiQ2 System. | | | **Is Plan Descriptor Revised?** |  |  | | --- | | **20. Professional Learning and all federal programs** | | **A description of how the LEA will develop a three-year professional learning plan that will be included in the LEA Comprehensive System Improvement Plan according to the requirements in Rule 160-3-3-.04 PROFESSIONAL LEARNING.** | | |  | | --- | | The Office of Professional Learning conducted a comprehensive Needs Assessment of Instructional and non-Instructional Staff in May 2015. The results from the needs assessment, the newly-revised Professional Learning APS Board Policy, newly-revised state rules for Professional Learning, APS Strategic Plan, feedback collected through focus groups and other surveys, and the Learning Forward Standards for Professional Learning that have been adopted by the Office of Professional Learning have driven the creation of the 3-year professional learning plan. The professional learning plan is being developed in collaboration with the Department of Teaching and Learning and Instructional Technology to ensure that the instructional needs of staff are appropriately met. The goals outlined in the professional learning plan will address three areas: Teacher Development, to include Teacher Induction, Professional Learning, Instructional Coaching, and Teacher Leaders; Leadership Development, to include opportunities for aspiring leaders, novice principals, assistant principals, principals in need of additional support, principals at traditionally under-performing schools, experienced principals, high-performing principals, and principal managers; and Organizational Development, to include professional learning for non-instructional staff.  Teachers in all special programs are included in the existing professional learning plan. As a result of the requirement for Title III to submit a District Improvement Plan, additional focus and collaborative efforts are underway within the district to support the specific needs of the district’s English Learners and their families. District ESOL staff collaborate with Title II staff and with content area coordinators to solidify a comprehensive effort to develop an awareness and understanding of general education teachers on how to reach the needs of English Learners.  The district evaluates the efficacy of its current programs and professional development experiences through the following:   * Development of assessment tools that are aligned with high standards for student learning * Through surveys and focus groups of staff, parents, and students * Through participant course evaluation and implementation forms * Through teacher evaluations and the performance management process * Through student achievement data aligned to the services delivered by the program * Through formal and informal observations by school leadership teams, coaches, model teacher leaders, administrators, and mentors   School achievement plans also outline strategies for implementation of programs and the measures that will be used to determine if these programs worked. Summaries from these program evaluations are shared with school leadership in a number of ways. Through scheduled meetings of K-12 Cluster Associate Superintendents, results/findings are presented and discussed to guide recommendations for needed changes and/or modifications. K-12 Cluster Associate Superintendents work with region staff to disaggregate and analyze the findings for their unique cluster of schools before presenting the results to principals and school leadership. Principals review and examine this data with appropriate instruction/curriculum staff so that, together, a plan for improvement/correction can be developed.  In its efforts to provide teachers and paraprofessionals with explicit, intensive, teacher-directed methods of teaching that will ensure class size equity, improve academic achievement, increase graduation rates, and produce a higher number of students attending college, staff of Atlanta Public Schools:   * Analyzes data based on assessment plans and tools * Revises training delivery or content based on progress toward student improvement targets * Measures impact of change on student achievement and teacher performance * Reviews and aligns activities with state curriculum, program goals and standards.   For example, based on student achievement data from the Georgia Milestones Assessments the district focus is now mathematics and science. The district began a rigorous mathematics initiative that included a Mathematics Academy for low performing school personnel based on student achievement data. More than 375 principals, teachers, model teacher leaders, instructional coaches, liaisons and administrators met for a week before school and began to identify strategies to improve student achievement.  Based on student achievement data and state legislation (Senate Bill 2), the district’s CTAE professional learning initiative will focus on increasing literacy and mathematics performance. | | | **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 Office of Professional Learning has formally adopted the Professional Learning Standards published by Learning Forward. In addition, the newly-revised APS Board policy and the newly-revised state board rules governing professional learning will be utilized to implement, monitor and evaluate the professional learning activities conducted at the school and district levels. The Office of Professional Learning has convened an advisory board comprised of district representatives from across the organization who will support how we implement and communicate expectations for professional learning. Funds utilized by the Office of Professional Learning will support Teacher and Leadership development opportunities that support the retention of high-quality staff. ). We will utilize job-embedded learning opportunities as the major thrust for how we support building the capacity of staff. Such opportunities will be naturally supportive of the work of teachers and leaders as one way to ensure that learning does inform and impact practices  **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**.  As grant/funding opportunities become available, private schools in the metro area and others that have students enrolled that reside in Atlanta Public Schools attendance area are contacted through certified mail with an invitation to attend a Consultation meeting. The purpose of the meeting is to discuss the availability of funds to serve eligible children through each Title program funding formula.. The letter includes the date, time, and location of the meeting and is held in a timely manner in the Fall.  If private the school decides to participate, a consultation meeting is scheduled and during this meeting, the school in consultation with the district representative discusses the needs of the eligible students and develops a plan to serve the students. When professional development is made available to the APS teachers, it is also made available to the private school teachers of the Title I students in those private schools.  APS highly encourages the participation of private school staff in district ESOL trainings and workshops as well as in the ESOL Endorsement program.  For FY 16 Atlanta Public Schools will serve eight private schools.  Atlanta Public Schools Migrant Education Program information will be shared during the Private Consultation meeting. A question and answer period will be available for participant to ask questions and receive additional details about the program and services available to eligible MEP students. | |
| **Is Plan Descriptor Revised?** |
| **23. Professional Learning and all federal programs** |
| **A description of the process the LEA will conduct annually to review and revise the LEA Comprehensive Plan for Improving Student Academic Achievement.** |
| |  | | --- | | The Comprehensive LEA Improvement Plan (CLIP) is reviewed and submitted to the GADOE in July annually. It is evaluated by multiple stakeholders and revised to reflect the current needs assessment priorities and initiatives of the district.  Student achievement data from state and national assessments provide the basis for the CLIP. A number of other indicators are also used such as results from the Office of Professional Learning Needs Assessment, instructional audit reports for schools and regional offices, SAT and ITBS student performance, and benchmark assessments. These and other assessments are discussed in detail in Descriptor #1.  The district sets instructional priorities, and organizes and aligns programs and professional development to those priorities based upon the results of these success indicators. The CLIP is adjusted based upon the identified instructional and student needs. In addition, adjustments to professional development and programming are made based upon feedback and monitoring of individual programs. The following additional actions are completed annually:  Communication to all APS stakeholders is made by the Title I Office announcing the opportunity to review the DRAFT version of the CLIP and to provide feedback.  During the meeting, the Title I staff gathers feedback on the DRAFT Comprehensive LEA Improvement Plan (CLIP).  Annually, the Office of Career, Technical and Agricultural Education (CTAE) will conduct a program needs assessment and develop professional learning/training based on its findings. Additionally, recommendations from industry professionals and post-secondary institutions, which reflects industry trends will be considered and addressed.  The Title III Self-Monitoring document is completed annually by district ESOL staff.  Local schools will identify an administrator to oversee the implementation of Title III requirements and will assist the district in identifying needs and priorities.  Title III will provide an evaluation to all participants in ESOL-related professional learning and parent classes and workshops. The feedback of participants will be reviewed and analyzed in order for the department to ensure that it is meeting the needs of its stakeholders. Additionally, information from surveys will be used to guide the ESOL department to tailor its offerings to the needs of all stakeholders.  The Director of Title I submits the CLIP for the upcoming fiscal year. | |
| **Is Plan Descriptor Revised?** |

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| **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.** |
| |  | | --- | | APS does not expect a large MEP population, however, APS has implemented a Migrant Education Program Student Verification Process to identify potential migrant students and refer, the MEP Consortium at Abraham Baldwin Agricultural College (ABAC) Administrators for confirmation. MEP Data Reports and/or emails are also retrieved, reviewed and filed from the GaDOE Portal on a monthly basis. Should a student be identified as migrant, the district will work with the consortium to provide required services. The district is also prepared to offer parent and student registration, guidance and workshops, information at various communities, school and other locations. Information is shared with principals during the annual summit. | |
| **Is Plan Descriptor Revised?** |

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| **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.** |
| |  | | --- | | Currently, the district does not have a large population of Migrant Students.  As an urban center, it is not expected that this population will grow. However, each APS school has a member of its clerical staff (i.e., registrar) responsible for accurate student record keeping through the Infinite Campus system and reported to the state. APS will continue to work collaboratively with Region 1 Consortium Administrators and utilize the Migrant Student Information Exchange (MSIX) to obtain notifications and data. Requests made to individual schools for student records are filled quickly, usually mailed within 72 hours. | |
| **Is Plan Descriptor Revised?** |

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| **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.** |
| |  | | --- | | APS currently does not have or expect a large Migrant student population. However, a Migrant Education Program Student Verification Process to identify potential migrant students moving into or currently residing in the district has been implemented. Details about the process used by APS to identify and serve students eligible for MEP services are provided below.   * The Migrant Education Student Verification Process is included in the Atlanta Public Schools Consolidated Application for approval by Georgia Department of Education * The Occupational Survey is incorporated into APS Student Enrollment Form. This allows the district to identify migrant students, their families and actively develop a support program of services. It has recently been included in with APS online registration utilizing a new feature in Infinite Campus and the Student Census Demographic Update form. * The Student Enrollment form and online registration are completed by all new students and their parents from other counties and states. The Student Census Demographic Update form is completed by all previously enrolled students returning to APS. * Student Enrollment forms are reviewed by each school’s enrollment team to determine if “yes” responses were. If “yes” responses are identified, a copy of the GaDOE Parent Occupational Survey is completed by the student and parent(s). The form is forwarded to the Title I Department to contact the ABAC Migrant Education Consortium Specialist. The name and contact information for the student(s) and parent(s) via email and telephone is provided * A monthly report is generated via an Infinite Campus query to identify and/or confirm the status of Migrant Students in the Atlanta Public Schools District * The monthly report from the Georgia Department of Education is: * Accessed from the GaDOE Website Portal * Reviewed to identify the status of Migrant Students in APS * Filed as documentation for Title I, Part C Monitoring and Compliance Requirements   The verification process allows the district to confirm migrant students and families and actively develop and/or coordinate a support program of services. The ABC Migrant Education Consortium Specialist and Title I Department collaborates with school staff, community agencies and identify school-based programs to provide appropriate services for identified families and children. When a student is identified as migratory they become eligible for Title I services. The district is prepared to offer parent workshops through Atlanta Public Schools (APS) facilities, shelters and other appropriate locations. | |
| **Is Plan Descriptor Revised?** |

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| **27. Professional Learning and all federal programs** |
| **A description of how the LEA will provide resources for the purpose of establishing best practices that can be widely replicated throughout the LEA and with other LEAs throughout the State and nation.** |
| |  | | --- | | The Office of Professional Learning will support implementation of job-embedded learning as the major thrust for ongoing professional development. Opportunities such as the demonstration classroom project that allow teachers to observe each other’s classroom and learn from each other will be increased. We will revisit the role of the Instructional Coaches to ensure that the staff in this critical role will support replication of best practices across classrooms. In addition, we will support the cluster planning model by working with schools to provide examples of best practices across schools. Finally, we have procured video cameras to allow model teachers to videotape exemplary lessons that can be shared across the district. Through the continued implementation of our Teacher Induction Program, our Instructional Mentors and Campus-Based Mentors will also share best practices with their teachers to continue to increase capacity and share best practices.  The Office of ESOL and World Languages provides resources for best practices that can be replicated by posting information on the APS Website and the APS ESOL Support Site, by sharing through social media such as Twitter, and through local school and district-wide workshops and training sessions.  The purposes of the Professional Learning Plan are to:   * Increase and enhance the capacity of employee leadership, knowledge and skills needed to achieve excellence. * Ensure high quality district, school, and faculty professional development which support the instructional programs throughout the district. * Provide the school board with information each year of the quality of the district Professional Learning Plan.   Essential Shifts: ELA and Content Area Literacy-The new English Language Arts Common Core State Standards contain many changes in learning standards, but they can be grouped into three basic shifts. Overall, the shifts are tied to the goal of the new College and Career Standards. Everything in these standards addresses rigor in the curriculum and aims toward putting the high school graduate into college or the workforce.  Balancing Informational and Literary Texts -- Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what elementary students read must be informational. Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain-specific texts in science and social studies and technical subject’s classrooms – rather than referring to the text, they are expected to learn from what they read.  Increase Complexity of Texts -- In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step “of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports to assist students reading below grade level. Additionally, students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words, teachers build students’ ability to access more complex texts across the content areas.  Focus on Text-Based Questions -- Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.  Essential Shifts: Mathematics-Connecting the Standards for Mathematical Practice to the Math Content Standards includes content standards for identified domains and standards for mathematical practice that need to be taught and assessed in connection to each other. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.  Focus ­ -- Teachers use the power of the eraser and significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grade levels. Teachers teach more than “how to get the answer” and instead support students’ ability to access concepts from a number of perspectives so that students are able to see math as more than a set of mnemonics or discrete procedures. Students demonstrate deep conceptual understanding of core math concepts by applying them to new situations as well as writing and speaking about their understanding.  Coherence -- Principals and teachers carefully connect the learning within and across grades so that, for example, fractions or multiplication spiral across grade levels and students can build new understanding onto foundations built in previous years. Teachers can begin to count on deep conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.  Fluency -- Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions (such as multiplication tables), so that they are more able to understand and manipulate more complex concepts. | |
| **Is Plan Descriptor Revised?** |

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| **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.**   |  | | --- | | APS currently supports 30,145 instructional computers across 89 traditional learning and administrative sites. A typical classroom is outfitted with high-speed internet access, an interactive whiteboard, and four virtual desktops. Printers, scanners, document cameras, and student response systems are also available. With a traditional student enrollment at approximately 43,000 APS provides a student to instructional computer ratio of 2:3. | | |
| **Is Plan Descriptor Revised?** | |
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| **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.** |
| |  | | --- | | Access to Technology and Instructional Support  APS is currently moving towards seamless technology integration throughout the district, not only within the classroom but also with the classroom support system at the administration level. The Information Technology division provides the servers, network, hardware, application, integration, and support solutions needed to fully leverage the technologies that allow teachers to deliver a relevant and highly engaging learning experience in a 21st century classroom.  Through standards-based technology integration practices, APS is creating engaging and empowering learning experiences for all students that reflect their lives and their futures. Teachers employ technology to implement relevant, rigorous, and engaging learning experiences that promote student creativity and learning. APS administrators create, promote and sustain a shared vision that maximizes the use of digital resources to meet learning goals, support collaborative and technology-based instructional practices, and enhance the performance of district and school leaders.  APS has implemented a teaching and learning portal, myBackPack, complete with digital instructional resources that aid in collaboration, critical thinking and the creation of products using 21st Century skills and resources.  Cluster Model Instructional Technology Support  Atlanta Public Schools has decided to implement a Charter system model in which schools will exercise increased flexibility around program options for students to increase student achievement. The Accountability and Information Technology division will work to provide a service-based approach to meeting the needs of each school cluster and local school program models.  STEAM Instructional Model Support:   * The Department of Instructional Technology will provide targeted job-embedded professional learning to assist each school with reaching STEAM certification through the State Department of Education. A dedicated Educational Technology Specialist will be assigned to each school and cluster to support STEAM program initiatives occurring at each school site. Provide ongoing direction on inquiry-based learning using technology tools, digital resources to support science, mathematics and engineering instruction through consistent technology use. Provide professional learning on technology simulations, personalized learning and virtual/augmented reality environments.   International Baccalauerate Instructional Model Support:   * Provide and implement a versatile learning environment that supports the use of innovative technologies through technology inquiry driven instruction. Provide safe and secure social learning spaces to increase global community for teachers and students.   Personalized Learning/Blended Learning Instructional Model Support:   * Provide a framework for Blended Learning that employs “Best Practices” in the area of blended learning models to support local instructional goals. Work with leadership to develop a solid model of face to face and online instruction, provide a student and community orientation, ongoing support and training for teachers and leaders in the area of blended learning instruction.   Student success in the 21st century demands regular access to and meaningful use of technology embedded into all curricular areas. Through a combination of face-to-face workshops, live webinars, online asynchronous course work, and one-to-one coaching, the Department of Instructional Technology will strive to assist teachers in building digital experiences that truly enrich student engagement and allow for the growth of 21st Century Skills.   * Bring your Own Technology (BYOT/BYOD) – Allowing students to bring in their smartphones, mobile tablets, or any device to school that can send and receive multimedia content via the Internet and access learning content at any time and in any place. Using this tool will help address the technological inequities currently found throughout the school district. * Distance Learning/**Virtual Learning** – Allows students who are unable to attend class to participate in a highly interactive environment from any location. It also provides students the opportunity to develop skills and knowledge at their own pace and through their own learning processes. Infrastructure improvements will provide students with speedy and consistent access to school resources. * e-Books and Digital Textbooks – Using e-Books/eTextbooks and e-Readers provide a cost effective and technology-based learning avenue where students are fully engaged in interactive learning experiences.   When best practices of technology use is implemented it can enable students, educators, and staff to connect to learning, data, content, and systems allowing them to develop, maintain, and assess not only learning but operational experiences. Professional learning within APS systematically aims to increase educator effectiveness in order to positively impact student achievement through the professional development of administrators, teachers, and non-instructional staff by way of best practices. Appropriate staff development opportunities are provided for major initiatives aligned to our district’s strategic plan. Meeting the demand of providing quality education for all students is a task that requires dedication and a passion for continuous improvement. High quality district, school, and faculty professional development is provided face-to-face, online, or in a blended learning setting.  In addition to access to over 1,000 online courses APS employs Educational Technology Specialist. It is understood that the majority of teachers are trained to educate in the 20th century classroom, Educational Technology Specialist strive to expose teachers to the 21st century classroom by going into the classroom and working hands on with educators to merge technology with instruction. Feedback from APS educators confirms technology infused instruction enables learning.  IT Technical Support  The Service Desk will increase staff to provide support hours from 7:00 AM to 7:00 PM ensuring that both instructional and administrative staff have access to high-level phone support throughout the business day. Staff will also be expanded to ensure 24/7/365 event monitoring of the NOC. Proactive event monitoring supports better internal and external communication and would represent a significant improvement in the operational support of the existing District network infrastructure.  A new ITIL-compliant ITSM suite will be implemented that can support robust event, incident, and problem management ticketing and tracking processes. The ITSM suite will also include key asset management components such as a configuration management system (CMS) to better support management and tracking of all mobile configurable items (CI). This will result in all laptops and tablets barcodes and serial numbers being tracked and tied to employee records for better data accuracy and visibility of hardware resources.  The Field Support Technician team should move to a clear 1:1 (technician per school) support model to better serve the District’s technology focus and lessen downtimes of all reported technology incidents that adversely impact the instructional day. Moreover, 1:1 will create better collaborative partnership opportunities with schools with respect to PTA or Foundation sourced technology purchases of both software and hardware. We would also be able to better support internal IT infrastructure projects with the increased human resources.  Learning Resources/Partnerships  Global Learning  APS looks to enable cost effective global learning resources to provide students with 24/7/365 access to practice exercises, learning aids, and assessments. Accessible from any computer with Internet access, this type of learning environment will benefit students by:   * Providing students with 24/7/365 access to an extensive multimedia library of learning resources, exercises and assessments in all subject areas * Allowing students to **learn**/progress at their own pace * Microsoft Big and Bold-**work with all aspects of Microsoft software**   The framework of the APS/Microsoft Big and Bold partnership (Learning Without Limits) will focus on leveraging technology as a tool to provide 24/7/365 learning opportunities and increase effective communication and collaboration across the school system and the greater community. This will be accomplished by:  Deploying a portal that will become the central repository for all key stakeholders (students, parents, business partners, community members, parents, building leaders and administrators) allowing them to find information tailored to meet their needs.  Implement Identity Management (ILM) to grant individual rights.   * Push technologies to deliver meaningful subject matter information to stakeholders. * Use Web 2.0 tools to review, rate, and share content. * Deliver a multimedia communications platform providing real-time and on-demand information while increasing communications and collaboration across the community. * Provide communication options that include chat, instant messaging, and real time online video conferencing. * Provide the ability to deliver live lecture broadcasts while simultaneously capturing them for later sharing and reuse. * Photos, videos, audio files, learning objects, and entire lessons will be readily available.   The portal will foster better communication and collaboration.   * Measuring and monitoring teacher effectiveness and allowing for data driven decision making. * Provide experiential learning and career planning opportunities through community partnerships. * Tools will help students make choices in planning their course work. * Tools will also be interwoven to provide clear and meaningful partnership and/or mentoring opportunities for students and the greater community. * Leverage technology and the expertise of partners across the district to encourage business and community partners to provide support to multiple schools. * Furnish partners with virtual or train-the-trainer professional development. * Utilize tools that match partners and volunteer candidates with students and/or schools. | |
| **Is Plan Descriptor Revised?** |

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| **30. Title II, Part D** |
| **A description of how the LEA will evaluate the extent to which technology integration strategies are incorporated effectively into curriculum and instruction. Describe how the LEA will ensure ongoing integration of technology into school curriculum and instructional strategies so that technology will be fully integrated.**   |  | | --- | | The Accountability and Information Technology Division of APS come together regularly to ensure the district is on target or ahead of industry standards. APS uses avenues such as an IT Steering Committee, round table discussions, teacher leaders and online surveys to receive feedback from students, staff, and stakeholders on current and future state of technology throughout the district. The Accountability and Information Technology division focuses on the strategic initiatives to provide an environment of excellence where students, educators, and support staff have access to 21st century technology.  Ongoing collaboration will occur between Instructional Technology, Curriculum and Instruction, and Professional Learning to ensure the seamless integration of technology into the common core standards and effective teacher practices.  **Innovative Leaders Program--**The innovative leaders program provides a year-long professional learning program that works to build capacity in local schools. Each ILP participant receives an iPad for the school-year to facilitate use of digital tools in classroom instruction. Face-to-Face and virtual professional learning is offered to this select group of teacher leaders. In addition to receiving ongoing-targeted professional learning, ILP participants serve as an advisory member to help guide the work of instructional technology for students and teachers. The program provides professional learning to assist teachers in serving as models for innovative practices in their schools by conducting professional learning opportunities and supporting other teachers' efforts to integrate technology in their respective buildings and district-wide events. | |
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| **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).**  Atlanta Public Schools has invested in flexible learning options for students. The APS Atlanta Virtual Academy (AVA) is a NCAA-accredited program that offers students in grades 7-12 the opportunity to take courses online while enrolled in their current home school. This program has highly qualified online teachers and a comprehensive curriculum to ensure that each student’s learning experience lives up to the highest standards for academic excellence. The AVA program supports the following options:   * 24/7 access to online courses not offered at the home school * Flexible scheduling to work around student athletes’ busy schedules * AP courses to help student get a head start on college credits * Supplemental courses that offer the ability to catch up and graduate on time or accelerate to graduate early   Courses offered also include teacher-led virtual/online courses that allow students a way to earn credit towards graduation. Students are allowed to take any course offered. However all courses must be approved by a local school counselor or designee prior to enrollment. Students may take courses for the first time and/or for credit recovery. AVA offers the following programs that are designed to allow students and their families’ flexible learning options to meet their educational needs. Learning with AVA allows learning to occur "Any Time...Any Place...Any Device”. Program descriptions outlined below, illustrate the many options available to students through the virtual learning opportunity.   * **Advanced Path Program (Acceleration for Honors or Gifted Students & Advanced Placement Courses):** Provides an option for students to take one course over and beyond their traditional grade level. Students can take their required courses and one additional course beyond the regular school day. * **Achieve Program:** Allows students who have scored a grade of 59% or below the option to retake the course. This option is also for students who failed the course, but passed the End of Course Test (EOCT). This is a great option for students who also want to get ahead. * **Credit Recovery Program** **(For Students Scoring Grade 0%-69%):** Alternative option for students to repeat a failed course that is needed for high school graduation. This program allows students to gain mastery in standards in which they are deficient. * **Unit Recovery Program:** Offers students who are currently in danger of failing a course to receive online remediation of units not mastered through Atlanta Virtual Academy prior to the actual failure of a course.   The Atlanta Public Schools plan of improvement centers on efforts of improvement in four critical areas: reading, English/language arts, mathematics, student enrollment in higher level courses, and student attendance. To support the development of innovative strategies, in schools and in classrooms, the district has implemented a new information management system called INsight. INSight has been partially funded through Title V. The system enables teachers, principals and central office staff to analyze data quickly and with great accuracy. A significant portion of the district's professional development will target the use of this system at the school level. |
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