

LEA Consolidated Application

District Code: 627
Fiscal Year: 2015

District Name: Chattooga County

Implementation Plans**Performance Goal**

IDEA Performance Goal 1

Improve post-school outcomes for students with disabilities.

Annual Measurable Objective

Increase from in college or graduate level students.

Increase the number of students who are engaged in employment.

Implementation Plan Descriptions**Plan1**

Continue with Professional Learning for teachers in guidance with students in planning for their transition

Plan2

SSP 14

Plan3

Provide training to new special education teachers for Transition Plans

Plan4

IDEA Assessment

Plan5

Debbie Garrett

Beth Hall

Plan6

2014-2015

Plan7

% of students who improve post outcomes to higher learning of employment

Plan8

Use a graph to track the students when finishing high school over the last 3 years

Plan9

Students fulfill their goals that were mentioned in their Transformation Plan

Are Implementation Plan Descriptions Revised?

Performance Goal

IDEA Performance Goal 2

Improve services for young children (ages 3 - 5) with disabilities.

Annual Measurable Objective

To increase the service of young children ages 3-5 to 100%

Implementation Plan Descriptions

Plan1

Continue development for teacher on the language workshop

Use Bright from the start objectives in the planning of instruction and Implementation of the IEP

Work closely with Babies Can't Wait to insure an easy transition from their services to the IEP

Plan2

SPP 6

Plan3

Training fro the 5 para pros that work with students in the regular classroom. This training will target behaviors of students in the regular setting that will help the students with socialization and achievement in academics

Plan4

Professional Learning from GLRS

Plan5

Linda Griffiith

Debbie Garrett

Plan6

2014-2015

Plan7

The number of students who are pre-school age with IEP's who receive an education with their like peers will increase. This can be done by looking at the models of service on FTE . A graph will ne used for the last 2 years to verify the difference in FTE numbers from SY to SY12

Plan8

Linda Griffith

Debbie Garrett

Plan9

Students with an IEP will be with the typical age peers more which will lead to better socialization and higher achievement

Are Implementation Plan Descriptions Revised?

Performance Goal

IDEA Performance Goal 3

Improve the provision of a free and appropriate public education to students with disabilities.

Annual Measurable Objective

To improve free and appropriate education for SWD to 100% for all students

Implementation Plan Descriptions

Plan1

1) Continue Universal Screenings in all academic areas

2) Identify all areas of disability so there are no misdiagnosis that would lead to students being placed when they are not eligible and disproportionality

3) Work to have a better relationship with home school parents in the process of evaluation and placement of students with disability

Plan2

SPP 9 and SPP 10

Plan3

N/A

Plan4

STEEP

Plan5

Beth Hall

Debbie Garrett

Plan6

2014-2015

Plan7

Progress in the areas of Math and Reading measured by STEEP, Classworks and Voyager Math

Plan8

Students will progress through the curriculum and will understand the Common Core standards

Plan9

Students will be better diagnosed for a disability. There will be less students receiving Speech and Language and Health Impairments

Are Implementation Plan Descriptions Revised?

Performance Goal

IDEA Performance Goal 4

Improve compliance with state and federal laws and regulations.

Annual Measurable Objective

Reports for the DOE will be turned in on time 100% of the time

Implementation Plan Descriptions**Plan1**

All calendar of all reports due to the DOE has been developed by the system. All the Special Ed office staff has a copy of the calendar. At monthly meetings the timeline is discussed so that all are met with in the due dates

Plan2

SPP 20

Plan3

N/A

Plan4

Beth Hall - Director

Debbie Garrett - Psychologist

Plan5

Beth Hall - Director

Debbie Garrett - Psychologist

Plan6

2014-2015

Plan7

Observation of Completed Re-evals.

Original Placement

Copies of Pre-school data

Post school outcomes are kept to ensure the meeting of the deadline

Plan8

A chart is kept with all Special Ed staff with timelines. Each month it is reviewed and appropriate reports are checked off monthly

Plan9

The system will be in compliance with timelines for all reports due

Are Implementation Plan Descriptions Revised?

Performance Goal

NCLB Performance Goal 1

All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics

Annual Measurable Objective

Annual Measurable Objective(s): MATHEMATICS

Grades 1-8: By 2007—69 % of the students will meet or exceed the state Mathematics standards (AMO = 58.30 %)

Grades 1-8: By 2008—74 % of the students will meet or exceed the state Mathematics standards (AMO = 66.70 %)

Grades 1-8: By 2009—79 % of the students will meet or exceed the state Mathematics standards (AMO = 66.70 %)

Grades 1-8: By 2010—79 % of the students will meet or exceed the state Mathematics standards (AMO = 66.70 %)

Grades 1-8: By 2011-2012—85 % of the students will meet or exceed the state Mathematics standards (AMO = 83.80 %)

Grades 1-8: By 2012-2013—87% of students will meet or exceed the state Mathematics standards (AMO=87%)

Grades 1-8: By 2013-2014 90% of students will meet or exceed the state Mathematics standards (AMO=100%)

Grades 1-8: By 2014-2015 93% of Students will meet or exceed the state Mathematics Standards (AMO=100%)

Grades 9-12: By 2007—70% of the students will pass the end of course test in Mathematics. (2008=70 %, 2009 = 75 %, 2011-2012=80%, 2012-2013=Math 1 – 67.6% ; Math II – 64.4%)

Grades 11: By 2007—70 % of the students will achieve a passing rate on the Mathematics portion of the GHS GT. (AMO 68.60 %)

Grades 11: By 2008—75 % of the students will achieve a passing rate on the Mathematics portion on the GHS GT. (AMO 74.90 %)

Grades 11: By 2009—80 % of the students will achieve a passing rate on the Mathematics portion on the GHS GT. (AMO 74.90 %)

Grades 11: By 2011-2012—85 % of the students will meet or exceed the state Mathematics standards (AMO = 87.40 %)

Grades 11: By 2013-2014 85% of all students will achieve a passing score on the Mathematics portion of the GHS GT (AMO=100%)

Grades 11: By 2014-2015 85% of all students will achieve a passing score on the Mathematics portion of the GHS GT (AMO=100%)

Subgroups: ELL priority, Economically Disadvantaged Students

Annual Measurable Objective(s): READING and LANGUAGE ARTS

Grades 1-8: By 2007--75 % of the students will meet or exceed the state Reading/ELA standards (AMO = 66.70%)

Grades 1-8: By 2008--80 % of the students will meet or exceed the state Reading/ELA standards (AMO = 73.30%)

Grades 1-8: By 2009--85 % of the students will meet or exceed the state Reading/ELA standards (AMO = 73.30%)

Grades 1-8: By 2009--85 % of the students will meet or exceed the state Reading/ELA standards (AMO = 73.30%)

Grades 1-8: By 2011-2012--90 % of the students will meet or exceed the state Reading/ELA standards (AMO = 86.70%)

Grades 1-8: By 2012-2013—95% of the students will meet or exceed the state Reading standards (AMO=94.4%)

Grades 1-8: By 2013-2014—100% of the students will meet or exceed the state Reading standards (AMO=100%)

Grades 1-8: By 2014-2015—100% of the students will meet or exceed the state Reading standards (AMO=100%)

Grades 9-12: By 2007--70% of the students will pass the end of course test in ELA. (2008=75%, 2009 = 80%, 2011-2012=90%
 2012-2013=9th grade Literature 85.1%; American Literature 89.7%)
 2013-2014=9th grade Literature 90%; American Literature 90%
2014-2015=9th grade Literature 95%; American Literature 95%

Grades 11: By 2007—87 % of the students will achieve a passing rate on the ELA portion of the GHSGT. (AMO 84.70%)
 Grades 11: By 2008—89 % of the students will achieve a passing rate on the ELA portion on the GHSGT. (AMO 84.70%)
 Grades 11: By 2009—91 % of the students will achieve a passing rate on the ELA portion on the GHSGT. (AMO 84.70%)
 Grades 11: By 2011-2012--94 % of the students will meet or exceed the state Reading/ELA standards (AMO = 93.90%)
 Grades 11: By 2013-2014--95 % of the students will achieve a passing score on the ELA portion on the GHSGT standards (AMO = 100%)
Grades 11: By 2014-2015--98 % of the students will achieve a passing score on the ELA portion on the GHSGT standards (AMO = 100%)

Subgroups: ELL priority, Economically Disadvantaged Students

Implementation Plan Descriptions

Plan1

Actions/Strategies/ Interventions or Programs
The workshop model and authentic math experiences using a problem solving, inquiry-based instructional approach to engage students will be used.
Analyze gaps between 5 th grade CCGPS and 6 th grade CCGPS and develop an instructional plan to fill the gaps. Credit Recovery is provided at the high school for students.
Expand GHSGT//EOCT reviews to students at risk of failing the exam.
Frequently monitor math instruction to ensure pacing with the benchmarks.
Identify and utilize diagnostic math assessments to remediate identified student skill needs K-12

**Actions/Strategies/
Interventions or Programs**

Implement the teaching of critical reading skills in all subject areas.

Provides tutorials and remedial programs before, after, and during school day and in the summer.

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Flex Time at High School

Extended Learning Time at all K-8 Schools

Read 180 at three schools

Utilize a variety of scheduling models and instructional strategies so that more students will benefit from advanced coursework.

Expanded course offerings

Provide in-service on strategies to work with SWD, ECD, ELL students.

Provide support through workshop model during instructional time for teachers and paraprofessionals.

Plan2

GSS

I-1,2,3, C-2, PO-1,
PL-2

C-1,C-2, I-1, PL-1,2, A-1, A-3

As, I-4 SFC-1,

SFC-1, I-4

A-1, 2, 3

CS-1 I-2

GSS

I-1,2, C-1, PL-2,3

I-1,2,3, A-2, SFC-1

I-1,2 SFC-1

A-2

Plan3

<p>Professional</p> <p style="text-align: center;">Learning (Include funding source and cost)</p>	
Best Practices/-Unit Writing, Curriculum Mapping: T-I, SD, T-II-A	
Math Academy Conceptual Math courses	
Math Training with Unit Writing in Content area and Best Practices: T-1, T-IIA, SD Bench Mark Work	
Differentiation of Instruction: T-IIA Benchmark Assessment Writing Conceptual Math/ Math Academy	
Summative and Formative Assessment workshop for 6-12 teachers	
<p>Professional</p> <p style="text-align: center;">Learning (Include funding source and cost)</p>	
Continuation of reading and writing workshop, ramp-up SD (\$10000), T-1 (\$10000), T-IIA T-I(\$13500)Differentiated Instruction training Alpha Smart Read with Sarah , Common Core training	
Unit Writing, Curriculum Mapping, Corrective Reading GPS Training, (Local-\$85000) (Title-\$14000) (T-2A \$6000)	
Gifted Endorsement SD (\$ 1500) Differentiation Training T-1 (\$13500)	
ELL Endorsement, Reading Endorsement Writing Workshop with RESA staff for 3-5. Differentiated Instruction	

Co-teaching training thru RESA
 workshop k-5 Writing To Win Training
 Writing To Win K-5

Plan4

Resources or Materials Needed
 (Include funding source, funding cycle and cost)

Math Consultant fees: T-I RESA
 PL Books: SD, RTI
 \$3000
Math Coach
No fee

Math Consultant fees: T-I **RESA**
 PL Books: SD, RTI
 (\$3000)
 Math Coach
 Alpha Skills Math Program
 IDEA FUNDS
 TITLE I FUNDS

Computer lab and diagnostic software:
 (\$10,000); OdysseyWare;
 Study Island(\$1700)

-After school on limited basis by individual school

Differential Instruction training T-I (\$13500) Title I
 Title II-A
 IDEA

Co-teaching training thru RESA

General Fund: Software for OdesseyWare
(\$6000)

Resources or Materials Needed
 (Include funding source, funding cycle and cost)

Registration fees; Consultation fees:
 PL Books –Title 5,
 RLL,
 SD (\$10000),
 T-1 (\$10000)

Teacher Stipends for professional learning with
 OdesseyWare
 License
 Title I (\$8000)
 T-2A (\$3000)

Registration fees for professional learning (Title I--\$10000) Gifted Endorsement – SD (\$1500)	
OdesseyWare RTI, SD Open Book Licenses for ELL students paid by Title 5	
Workbooks and Modules	

Plan5

Person or Position Responsible for Monitoring and Evaluation	
Principal, AP, Math Coach, and Central Office Staff	
Principal, AP, Math Coach, and Central Office Staff	
Principal, AP, Math Coach, and C.O. Staff	
Principal, AP, Math Coach, and Central Office Staff, School Improvement Specialist	
Principals -Assistant Principals Math Coach Curriculum Leaders Special Ed Director	
Principal, AP Math Coach, and Central Office Staff, School Improvement Specialist	
Person or Position Responsible for Monitoring and Evaluation	
Principals, AP's, Literacy Coaches, Curriculum Directors	
Principals, AP's, Academic coaches, Curriculum Directors	
Principals, AP's, Academic Coaches, Curriculum Directors Gifted Coordinator	
Principals, AP's, Academic Coaches, Curriculum Directors	

Special Ed Director

Plan6

Timeline For Implementation (plan should include 2-3 years)	
2007-2009 2009-2010 2020-2011 2011-2012 2012-2013 2013-2014 2014-2015	
2007-2009 2009-2010 2010-2011 2011-2012 2012-2013 2013-2014 2014-2015	
2007-2009 2009-2010 2010-2011 2012-2013 2013-2014 2014-2015	
2007-2009 2009-2010 2010-2011 2011-2012 2012-2013 2013-2014 2014-2015	
Timeline For Implementation (plan should include 2-3 years)	
2007-2009 2009-2010 2020-2011 2011-2012	

2012-2013 2013-2014 2014-2015	
2007-2009 2009-2010 2010-2011 2011-2012 2012-2013 2013-2014 2014-2015	
2007-2009 2009-2010 2010-2011 2012-2013 2013-2014 2014-2015	
2007-2009 2009-2010 2010-2011 2011-2012 2012-2013 2013-2014 2014-2015	

**Timeline
For
Implementation**
(plan should include 2-3 years)

2007-2009
2009-2010
2020-2011
2011-2012
2012-2013
2013-2014
2014-2015

2007-2009
2009-2010
2010-2011
2011-2012
2012-2013
2013-2014
2014-2015

2007-2009
2009-2010
2010-2011
2012-2013
2013-2014
2014-2015

2007-2009
2009-2010
2010-2011
2011-2012
2012-2013

2013-2014
2014-2015

Plan7

<p>Means of Evaluation</p> <p>(What will be used to evaluate the action, strategy, intervention, or program?)</p>	
<p>Standardized test data; teacher observations; unit development; Periodic OAS; math portfolio.</p>	
<p>Math test scores</p>	
<p>Credit Evaluation</p>	
<p>GHSGT results OAS online Assessment Benchmark Assessments</p>	
<p>Benchmark Assessments Unit Test OAS Online Assessments</p>	
<p>Data by ethnicity and subgroups</p>	
<p>Means of Evaluation</p> <p>(What will be used to evaluate the action, strategy, intervention, or program?)</p>	
<p>Reading and ELA test scores</p> <p>Benchmark Testing OAS Assessment</p>	
<p>State testing, Reading and ELA test scores; Graduation data; pre-post tests, OAS assessment, Classwork. Study Island and Voyager Math</p>	
<p>Test Data, Course data and exam results, gifted and honors course information</p>	

Test Data, Course data and exam results, gifted and honors course information

Plan8

Monitoring of Intervention (Artifacts)

Observation notes, units/lessons developed, math coach, team and grade level review
Focus Walk

Observation notes, units/lessons developed, math coach, team and grade level review, Focus Walk ,
Schedules, student rosters, graduation data

Schedules, student rosters, graduation data
Focus Walk

Analyze Test Results

Benchmark Assessments

Unit Test

OAS Online Assessment

Logs and records
Student Work
Focus Walk

Monitoring of Intervention (Artifacts)

Observation Notes, Focus walks, Unit assessments, team and grade level review, portfolio review, Student work

Remedial program attendance logs; student work, failure lists, Focus Walks, units developed.

Extended Learning
Class Logs

Schedules for advanced courses

Data on increase in enrollment in advanced courses

Schedules for advanced courses

Data on increase in enrollment in advanced courses

Monitoring of Intervention (Artifacts)

Observation Notes, Focus walks, Unit assessments, team and grade level review, portfolio review, Student work	
Remedial program attendance logs; student work, failure lists, Focus Walks, units developed.	
Extended Learning Class Logs	
Schedules for advanced courses	
Data on increase in enrollment in advanced courses	
Schedules for advanced courses	
Data on increase in enrollment in advanced courses	

Plan9

Evidence of Impact
(Student Learning Data)

Increase in math scores on formative and summative assessments

Increases in test scores in areas related to the identified gaps; benchmarks showing growth in gap areas. Increase in graduation rate.

Increase in graduation rate; students passing courses with higher grades.

Increase Test Scores on Assessments

Subgroups increase in test data

Evidence of Impact
(Student Learning Data)

State tests and unit tests provide formative evidence of increases in test scores and Lexile reading scores.

Increase in Reading and LEA formative and summative test data; Increase in number of students graduation.

Increase in the number of students exceeding standards on state test.

Increase in number of honors classes offered each year

Decrease in the number of students who require remediation.

Increase in graduation rate.

Are Implementation Plan Descriptions Revised?

Performance Goal

NCLB Performance Goal 2

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics

Annual Measurable Objective

Annual Measurable Objective(s): Common Core Standards

Subgroups: ELL priority, Economically Disadvantaged Students

You will need to develop annual measurable objectives for each of the goals listed above. You may have more than one AMO for each goal. Please consult the NCLB and IDEA guidance on the Consolidated Application Website for performance indicators for each goal. Consideration should be given to the following when developing AMOs:

- Specific Academic Areas within Content (i.e., domains) and Subgroups (i.e., Special Education, LEP, etc.) to Address (based on analysis of the Comprehensive Plan (NCLB Descriptors) information and Performance Data from the Profile over the last three years).

Annual Measurable Objective(s): Common Core Standards

Subgroups: ELL priority, Economically Disadvantaged Students

You will need to develop annual measurable objectives for each of the goals listed above. You may have more than one AMO for each goal. Please consult the NCLB and IDEA guidance on the Consolidated Application Website for performance indicators for each goal. Consideration should be given to the following when developing AMOs:

- Specific Academic Areas within Content (i.e., domains) and Subgroups (i.e., Special Education, LEP, etc.) to Address (based on analysis of the Comprehensive Plan (NCLB Descriptors) information and Performance Data from the Profile over the last three years).

Implementation Plan Descriptions

Plan1

**Actions/Strategies/
Interventions or Programs**

Develop enduring understandings as the framework for each unit.

Comprehensive curriculum guides for each course to include syllabus, maps, units, daily lesson plans that encompasses all CCGPS standards and elements, common assessments, and benchmark assessments.

Develop calendar based maps for each grade and core content area that identify a timelines to teach the standards and elements. Utilize maps to align curriculum.

Create consistent course syllabi for parents and students to include key concepts, desired results//enduring understandings, primary resources, and grading procedures.

Place maps and curriculum syllabi on the school website for parents and students to access. Place maps and units on the employee website for teachers to access.

Provide teachers & students models/samples of student work for demonstration.
Develop and administer pre-tests prior to each unit to assess students' prior knowledge—use results to differentiate instruction.
Use well-written enduring understandings as the framework for the instructional practices of each unit and in the development of lesson plans and units. Incorporate differentiation strategies into each unit to ensure all students are provided multiple opportunities to achieve mastery of standards
Continue to use expanded online application process.
Monitor all new hire HiQ status.
Advise teachers on a regular basis regarding coursework and State required assessments needs to become HiQ
Provide financial supports for State required assessments & exams.
Monitor placement in teaching assignments
Remediation plans will be developed for each non-highly qualified teacher or paraprofessional and each teacher who does not hold a clear renewable certificate.
For 2013-14 school year, all teachers and para-professionals are HiQ – if a non-HiQ teacher/para is hired, a remediation plan will be implemented

Plan2

GSS
C-1, PO-3

C-1, PO-3

I-1,
PO-3, PL-3

C-2,
PL-3

C-2, I-1, PO-3, PL-1,2,
SC-2, L-2

C-3, PO-1, PL-1,2,3
L-1,2,3

I-1

I-1, 2
SC-1

Plan3

Professional

Learning
(Include funding source and cost)

Curriculum Guide Training and mapping taught by Curriculum Director and Academic Coaches at \$0.

Unit Writing and Curriculum Mapping with outside consultants
(T-1)

Benchmark Assessment
Writing

<p>Training and consultative fee Title I & SD</p> <p>Training for parents and students to access website (No cost-teacher and tech dept.)</p>	
<p>Training conducted by academic coach</p> <p>Books and materials: T-1, T-IIA, Develop authentic assessment Benchmark Assessment</p>	
<p>Workshop model, differentiated instruction</p> <p>Conceptual Math Courses</p>	
<p>Inclusion training</p> <p>Differentiation training for teachers Co-Teacher Training</p>	
<p>GASPA/ personnel conferences and workshops</p>	
<p>Title I and IIA conferences and workshops</p> <p>Inclusion strategies. Differentiated instruction. Required coursework.</p>	

Plan4

<p style="text-align: center;">Resources or Materials Needed (Include funding source, funding cycle and cost)</p>
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Substitutes for teacher release and Stipends for Workshops
Local, T-1 and SD / Local

Unit/Mapping Software:

Teacher Stipends
Local Funding
Title I and IIA

Books and materials

Books and materials-work samples

Books and materials	
Books and materials Title I, RTI and SD	
Registration fees and Consultative fees	
Title I, and SD	
Registration, recruitment fees, and materials needed; Title IIA.	
TAPP/Internship Title IIA	
Funds for coursework in critical areas: RLI, SD, T-IIA Differentiated Instruction Endorsements(Math and Science K-5)	

Plan5

Person or Position Responsible for Monitoring and Evaluation	
Principals, AP's, Academic Coaches, Curriculum Directors Teachers	

Principals, AP's, Academic Coaches, Curriculum Directors
Teachers

Principals, AP's, Teachers

AP's, Technology Coordinator

Principals, AP's, Academic Coaches, Curriculum Directors
Teachers

Principals, AP's, Academic Coaches, Curriculum Directors
Teachers

Principals, AP's, Academic Coaches, Curriculum Directors
Teachers

Principals, AP's, Academic Coaches, Curriculum Directors
Teachers

Personnel Director, Principals, Superintendent
Asst. Superintendent

Principals
Personnel Coordinator,
Assistant Superintendent

**Timeline
For
Implementation**
(plan should include 2-3 years)

2012-2013
2013-2014
2014-2015
CCGPS Phase-In Plan

ON-Going

CCGPS Phase-In Plan

2007-2009 2010-2011 2012-2013 2013-2014 2014-2015	
On-going with GPS training	
On-going with GPS training	
On-going	
On-going	
2007-2009 2009-2010 2010-2011 2012-2013 2013-2014 2014-2015	
2007-2009 2009-2010 2010-2011 2011-2013 2013-2014 2014-2015	

Plan7

Means of Evaluation <p>(What will be used to evaluate the action, strategy, intervention, or program?)</p>
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Course Syllabi
Curriculum Maps

Syllabi, maps, and units

Passing Grades

Units

Syllabi, Maps, Units

Formative and Summative test results	
Unit Test Results	
RTI Pyramid of interventions	
Pre/post Tests	
Classroom observations; Unit and lesson review during grade level and team meetings, student work.	
Unit and lesson review; focus walks, classroom observations, student work, tests results.	
High Quality Report	
E.T.A. Data	

Plan8

Monitoring of Intervention (Artifacts)	
Comprehensive curriculum guides to include course syllabi, maps, units, lesson plans, common assessment, and benchmark assessments.	
Curriculum Maps and units	

Course syllabi inclusive of all criteria

Syllabi and maps

Student Work and teacher commentary related to standards.

Pre-test results; lesson plans; documentation of interventions implemented in classrooms.

Peer review of units. Collaborative revisions.
Focus Walks.

Unit review forms, observations forms.

Applicants, job postings; job-fair and attendance

Increased number of state required assessments exams taken

Plan9

**Evidence
of Impact**
(Student
Learning Data)

Guides developed; Benchmark assessments of student learning; portfolios with student work.

Lesson Plans correlated to maps

The course syllabi is made available to students and parents for each course.

Syllabi and units are on the school website for each teacher.

Increase in formative and summative test scores; quarterly benchmarks, portfolios.

Evidence from classroom observations, student work with teacher commentary (rubrics).

Student work portfolios that show growth from inclusion practices; student results on formative and summative assessments.

Increased positions filled with HiQ and fully certified teachers.

Increased number of highly qualified and fully certified teachers.

Are Implementation Plan Descriptions Revised?

Performance Goal

NCLB Performance Goal 3

All students will be taught by highly qualified teachers

Annual Measurable Objective

100% of teachers will be HI-Q

Implementation Plan Descriptions**Plan1**

Ensure that all teachers are 100% HI-Q

Monitor hiring of new teachers

Write Remediation Plans

Offer GACE Testing

Plan2

PL2

PL3

Plan3

NA

Plan4

\$500

Plan5

Assistant Superintendent, HR Director

Plan6

2014-2015

Plan7

CPI, HI-Q Report, Remediation Plans

Plan8

Remediation Plans

HI-Q Report

CPI Report

Plan9

100% of teachers are HI-Q on year end report.

 Are Implementation Plan Descriptions Revised?**Performance Goal**

NCLB Performance Goal 4

All students will be educated in learning environments that are safe, drug free, and conducive to learning

Annual Measurable Objective

Annual Measurable Objective(s): Safe and Drug Free Subgroups: ELL priority, Economically Disadvantaged Students You will need to develop annual measurable objectives for each of the goals listed above. You may have more than one AMO for each goal. Please consult the NCLB and IDEA guidance on the Consolidated Application Website for performance indicators for each goal. Consideration should be given to the following when developing AMOs: Specific Academic Areas within Content (i.e., domains) and Subgroups (i.e., Special Education, LEP, etc.) to Address (based on

analysis of the Comprehensive Plan (NCLB Descriptors) information, the AYP Report, and Performance Data from the Profile over the last three years).

Implementation Plan Descriptions

Plan1

Continue safe and EBIS, drug free, C.H.A.M.P.S curriculum through health and science classes. Choosing the Best at the high school. Continue current discipline system.

Plan2

PL-4, SC-2

Plan3

Classroom Management, Abstinence Workshops, Bullying, Violence Intervention Programs, Drug Prevention and Awareness Workshops, Gang Workshops

Plan4

PL- registration fees \$4500

Plan5

Principals, APs, Directors, Coordinators, Teachers

Plan6

2014-2015

Plan7

Discipline records, tribunal records, alternative placement data

Plan8

Monthly monitoring of discipline and tribunal records

Plan9

Reduction of the number of students place in ISS and OSS and a reduction in the number of students in the Alternative School as well as a decrease in teen pregnancy.

Are Implementation Plan Descriptions Revised?

Performance Goal

NCLB Performance Goal 5

All students will graduate from high school

Annual Measurable Objective

Identified Goals for Improvement: LEAs must develop actions/strategies/interventions or programs for each of the five NCLB performance goals and the four IDEA performance goals listed below. LEAs may add additional LEA performance goals that can not be addressed in one of the goals below. You may also add additional system goals as applicable. NCLB Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. NCLB Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. NCLB Performance Goal 3: All students will be taught by highly qualified teachers. NCLB Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning. NCLB Performance Goal 5: All students will graduate from high school. IDEA Performance Goal 1: Improve post-school outcomes for students with disabilities. IDEA Performance Goal 2: Improve services for young children (ages 3 – 5) with disabilities. IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities. IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.

Implementation Plan Descriptions

Plan1

A) Grade level Math researched based textbooks and materials will be provided to all special education teachers

B) Differentiated Instruction will be used with SWD

- C) Inclusion of SWD will be used as service model with any SWD that will benefit
- D) Provide ESY services for SWD in the area of Math
- E) Teachers will receive training necessary to provide accommodations and modifications for SWD to academically progress in general education setting
- F) Special Ed Director and staff will review all Transition Plans for SWD students.

Plan2

- C2 PL2
- PL2
- I4
- PL3
- PL2

Plan3

Provide staff development to special education teachers in the Title VI-B \$10,000
RESA/GLRS \$1,000

Plan4

Partner with other school systems to provide PL Instruction \$5,000
Pay for college classes in the content area of math \$3,000
Purchased GPS-Resource Books k-6 Alpha Skills
IDEA Funds
Math teachers from system special education teachers from system cost VI-B (\$3,000)
IDEA \$1500

Plan5

Principals, Special Education Director, Special Education School Lead Teachers, Math Coaches Principals Special Education Director,

Plan6

2014-2015

Plan7

CRCT and CRCT-M test scores of % meet and exceed

Ongoing (a) follow-up two times a year to ensure PL is implemented in math classrooms. By use of survey and observations

CRCT/CRCT-M test scores of % meet and exceed Ongoing (a) follow-up two times a year to ensure PL is implemented in math classrooms. By use of survey and observations IEPs and October and December FTE

Plan8

PO's and Invoices

Special Education Lead Teacher, Special Education Director

Modification Sheets of IEP

Data from Walk thorough evaluations

Plan9

CRCT / CRCT-M scores, SWD grades in math classes

CRCT scores, SWD grades in math classes

CRCT/CRCT-M GHSGT SWD grades in co-taught classes CRCT-Benchmark assessments

Are Implementation Plan Descriptions Revised?