



## **SYSTEM PLAN FOR Continuous Improvement**

*Revised Annually*



## **VISION and MISSION and BELIEFS**

**Vision:** Colquitt County Schools will become schools of excellence.

**Mission:** The Colquitt County School System is committed to the daily pursuit of excellence in student achievement while working with parents and the community to serve the needs of all children in a positive and safe environment.

**Beliefs:** The Colquitt County School system believes:

- High expectations for learning are required for school and student success
- All students can learn, and learning must be the primary focus
- Each student is a valued individual with unique intellectual, emotional, physical, and social needs
- Students learn in different ways and must be provided with a variety of instructional approaches to maximize their learning
- Continuous and balanced assessment of student learning is essential for planning effective instruction
- Prompt and regular attendance by students and staff is essential for optimal learning
- A safe and quality physical environment promotes student learning
- All decisions – instructional and operational – should be data driven.

**Logo:** Each Day – Excellence in Every Way!

## **Continuous Improvement**

With ten elementary schools, one middle school, one junior high school, and one high school, the Colquitt County School System endeavors to continually improve and to transition from a quality school system to an excellent school system. The quest for continuous system improvement is guided by a central mission: The Colquitt County School System is committed to the daily pursuit of excellence in student achievement while working with parents and the community to serve the needs of all children in a positive and safe environment. To accomplish this mission, the Board of Education seeks to achieve five goals:

- 1) Develop Future Ready Students**
- 2) Hire and Retain 21<sup>st</sup> Century Professionals**
- 3) Cultivate Leadership for Innovation and Collaboration**
- 4) Incorporate 21<sup>st</sup> Century Systems**
- 5) Implement a balanced Budgeting, Planning and Funding System**

In 2012, a Strategic Plan was adopted to ensure that all five goals are achieved.

In the Colquitt County School System, a continuous improvement process begins at the system level and then cycles to the classroom and school levels. Teachers' professional growth is connected to the school improvement plan that is directly connected to the system's improvement plan. Collaboration between schools and the district has always been strong, and the improvement journey began many years ago.

With objectives, action steps, resources, and evaluation plans identified, progress checking for continuous improvement is an on-going activity starting with formative (e.g., classroom assessments) and summative (e.g., CRCT and EOCT/GHSGT) assessments, stakeholder surveys, and ending with financial and facility audits. The results establish the

impact of strategies and interventions and guide further implementation or revision of the action steps. Essential to the cycle of continuous improvement is the analysis of the status of student learning and the inclusion of the district's stakeholders' contributions and challenges. Therefore, data gathered for the district profile is an important element in both determining strengths and weaknesses and targeting areas for improvement.

The profile answers the question, "where are we now?" and also initiates the question, "where do we want to be?" Analyzing the data gathered in the profile provides information on areas needing improvement, areas showing improvement, and areas that have improved. The data are constantly updated as information becomes available (often data is slow to come from state offices). While the data are constantly referred to throughout the school year, the main analysis of student achievement data occurs in June, July, and August as scores from state assessments become available. The intention is that, as a new school year begins in August, all schools and the system have knowledge of student performance from the previous year and can set targets for the new school year. The state CRCT scores for grades 1-8 are re-rostered in August to match new class rolls for the new school year. This data is used extensively on daily basis by principals and teachers to determine instructional grouping and strategies to meet the needs of students as they pursue excellence.

At the beginning of each school year all schools review the SACS CASI / Advanc-Ed Accreditation Standards for quality schools, and now for a quality system, as well as the requirements for a federally funded Title I school-wide program. Each principal shares the standards and requirements with all teachers and staff and together they assess their school's compliance to the standards and requirements. This review of school accreditation standards and Title I requirements is documented and stored at the school and at central office. All schools officially report the results of school improvement efforts to their School Councils at the first

meeting of the year and at the first PTO meeting for the year. All schools have computerized, continuous stream, information on student achievement and school improvement initiatives in their reception area of their school offices.

However, the main force behind the *continuous* work towards improvement comes from the leadership of the Superintendent. The Superintendent emphasizes student achievement at every administrator meeting. He looks for improvement and asks pertinent questions if improvement is not evident. He challenges principals to challenge teachers to analyze and reason why students are not showing improvement on state assessments. He consistently reiterates the need for high expectations. He meets individually with principals to review their school's data and asks difficult questions. The Superintendent's focus on excellence is *continuous*.

The "numbers" in the detailed District Profile indicate the status of the Colquitt County School System in its journey towards excellence for all schools. System goals for improvement are based on the "numbers" and action plans are developed to achieve excellence.

There are **two significant challenges** that face the Colquitt County School System for which there is no easy remedy. The first is poverty and the second is a rapidly increasing Hispanic population. The school system has led initiatives to have all educators and the community become more aware of the impact of poverty not only on learning but on the community as a whole. The increasing number of students who do not speak English presents additional difficulties to teachers as they attempt to instruct a diverse student population.

# Continuous Improvement Plan for Student Achievement

**For each annual measurable objective there is an ACTION PLAN to achieve the goal.**

## STATUS KEY FOR THE ACTIONS PLANS

 RED—Established Actions Requiring Annual Review

 GREEN—Actions Begun but Not Complete, In Constant Review

 Yellow— Actions Still To be Implemented

**Identified Goal for Improvement: :**

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.

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>1. Teachers will utilize Common Core Georgia Performance Standards (CCGPS), in curriculum planning and classroom instruction to improve academic achievement for all students in reading/language arts. (it is particularly important that SWD access grade level curriculum)</p>	<p>C - 1, 2 I - 1, 2, 3 PL – 2, 3 PO - 3</p>	<p>Provide ongoing opportunities for teachers to master SBRR “Best Practices” that constitute successful implementation of the CCGPS: Workshops, peer coaching, in-service training, peer observations, mentor teachers, and services provided by RESA and educational consultants</p> <p>(State professional learning funds; Title II funds)</p>	<p>Common planning time/ exploratory teachers</p> <p>Release time/ substitutes</p> <p>Professional books and materials, videos</p> <p>(Title I, State professional learning funds, Title II funds)</p>	<p>CCGPS/ELA Coach</p> <p>Instructional Support Specialist</p> <p>Administrators</p> <p>Lead Teachers / Department Heads</p> <p>System Curriculum Directors</p>	<p>Ongoing 2012-2014</p> <p>Weekly planning meetings for teachers</p> <p>Monthly meetings for literacy coach and Instructional Support Specialists</p> <p>Monthly meetings for school-based improvement teams</p> <p>Twice yearly system-wide grade group meetings</p> <p>Monthly meetings for district and school-based administrators</p> <p>Quarterly meetings for development of CCGPS Units</p>	<p>Classroom observations and focus walks will used to assess the implementation of the GPS and CCGPS.</p> <p>CRCT, EOCT, ITBS, GHSGT, State Writing Assessments, and evaluation of student work will indicate improved student achievement.</p>	<p>Professional learning logs and PLU credit verification forms;</p> <p>Meeting agendas identifying topics for learning and discussion</p> <p>Anecdotal notes from classroom observations, completed rubrics from focus walks, practice tests for students, samples of student work</p> <p>Instructional Board photographs</p>	<p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.</p> <p>All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>2. Administrators, Instructional Support Specialists, and ELA coach will facilitate the continued implementation of system school improvement initiatives (standards-based instruction, standards-based classrooms, standards-based grading and reporting student work )</p>	<p>C – 2, 3 PO – 1, 2 L – 1, 2, 4 SC - 1</p>	<p>School-based training for new and veteran teachers in the rituals and routines of effective instructional strategies.</p> <p>System-based training for new and veteran administrators on role of instructional leader in promoting change</p> <p>System based training to support implementation of CCGPS</p>	<p>Instructional Support Specialists</p> <p>RESA and program consultants</p> <p>(Title I and Title II funds:\$500,000)</p>	<p>Principal</p> <p>Curriculum Director</p> <p>Superintendent</p>	<p>On-Going 2012-2014</p> <p>Weekly training updates during planning periods</p> <p>Weekly school leadership team meetings</p> <p>Monthly administrator meetings</p>	<p>Classroom observations and focus walks will used to assess the implementation of the school improvement initiatives.</p> <p>CRCT, EOCT, ITBS, GHS GT, State Writing Assessments, and evaluation of student work will indicate improved student achievement.</p>	<p>Professional learning logs and PLU credit verification forms</p> <p>Training and meeting agendas identifying topics for learning and discussion</p> <p>Anecdotal notes from classroom observations, completed rubrics from focus walks, samples of student work</p> <p>Principal evaluations with the Superintendent</p>	<p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.</p> <p>All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>3. Teachers will diagnose reading problems, based upon analysis of all available student data and continued progress monitoring of student performance, to provide differentiated instruction for improved student achievement.</p>	<p>I - 4 A - 3</p>	<p>School based training for teachers on analysis of student data and use of effective differentiation strategies including the Georgia Pyramid of Interventions</p> <p>System/school-based training on addressing the needs of students from poverty</p> <p>Reading endorsement courses (Title II, State Professional Learning Funds)</p>	<p>Instructional Support Specialists</p> <p>RESA and GLRS support</p> <p>DIBELS Next progress monitoring data management program</p> <p>(Title I and Title II funds)</p>	<p>Principal</p> <p>Department head, lead teachers</p> <p>Assistant Director for Special Education</p> <p>SST Coordinator</p> <p>Curriculum Director</p>	<p>On-Going 2012-2014</p> <p>Weekly grade group/department meetings during planning periods to review IEP, SST, lesson plans</p>	<p>Lesson plans indicating use of DIBELS Next data &amp; ‘best practice’ strategies for differentiation of instruction</p> <p>Classroom observations to assess success of students’ learning experience</p> <p>Student work will demonstrate a variety of acceptable responses to the standard.</p> <p>CRCT, EOCT, ITBS, GHSGT will indicate improved student achievement.</p>	<p>Professional learning logs and PLU credit verification forms</p> <p>Training agendas identifying topics for learning and discussion</p> <p>Anecdotal notes from classroom observations, samples of student work</p> <p>IEP and SST documentation</p>	<p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.</p> <p>All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>4. The school system will adopt and facilitate the use of appropriate reading programs to best meet the instructional needs of <u>all</u> students.</p>		<p>Training for new and veteran teachers in the use of selected reading programs.</p>	<p>Adopted materials for K-8 reading and 9-12 English courses</p> <p>Materials for elementary, middle, and high school students with severe reading problems (“Safety Nets” programs)</p> <p>Computer networked for individualized reading instruction</p> <p>Adapted CCGPS Integrated ELA Units</p> <p>(Title I and Title II funds)</p>	<p>Principal Curriculum Director</p>	<p>On-going 2012-2014 Annual training for teachers on use of instructional materials</p> <p>Quarterly training updates</p>	<p>DIBELS Next – Progress monitoring on students’ reading performance</p> <p>CRCT, EOCT, ITBS, GHSGT and evaluation of student reading will indicate improved student achievement.</p>	<p>Training agendas identifying topics for learning and discussion</p> <p>BIBELS Next progress monitoring reports</p> <p>Running records, individual and classroom reading logs</p>	<p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.</p> <p>All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>5. Teachers will use every available opportunity to instruct and encourage student writing across the curriculum – utilizing the CCGPS Literacy Standards</p>	<p>1 – 1</p>	<p>Training for teachers on the integration of writing in all content areas</p> <p>(No cost)</p>	<p>Instructional Support Specialists, and RESA consultants</p> <p>(Title I and Title II funds)</p>	<p>Principal</p> <p>Instructional Support Specialists</p> <p>Curriculum Director</p>	<p>On-Going 2012-2014</p> <p>Weekly training updates during planning periods</p> <p>Quarterly grade group meetings to review writing standards</p>	<p>Classroom observations</p> <p>Student writing samples</p> <p>State Writing Assessments for Grades 3, 5, 8, and 11 (GHSWT)</p>	<p>Anecdotal records from classroom observations</p> <p>Student journals and writing folders</p> <p>Training agendas identifying topics for learning and discussion</p>	<p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.</p> <p>All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>6. Teachers will provide opportunities for pre-teaching or acceleration as an instructional strategy for low achieving students.</p>	<p>I - 4</p>	<p>School-based training for all staff in all content areas on use of pre-teaching and acceleration strategies (<i>as presented in Learning Focused Schools</i>)  (No cost)</p>	<p>Instructional Support Specialists, and RESA consultants  (Title I and Title II funds)</p>	<p>Principal  Instructional Support Specialists  Curriculum Director</p>	<p>On-Going 2012-2014  Weekly training updates during planning periods</p>	<p>Classroom observations  Lesson Plan Review  CRCT, EOCT, ITBS, GHSGT, and evaluation of student work will indicate improved student achievement.</p>	<p>Anecdotal records from classroom observations  Lesson plans  Training agendas identifying topics for learning and discussion</p>	<p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.  All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>7. Elementary schools that have low performing groups of students (EL, SpEd, Black, Econ Dis) will group students into smaller classes to enhance the student-teacher relationship and promote effective instructional strategies (class size reduction)</p>	<p>I - 4</p>	<p>School-based training for class-size reduction teachers on the barriers to success for their students  (No cost)</p>	<p>Instructional Support Specialists, and RESA consultants  (Title I and Title IIA funds)</p>	<p>Principal  Instructional Support Specialists  Curriculum Director</p>	<p>On-Going 2012-2014  Weekly grade planning meetings</p>	<p>Classroom observations  Lesson Plan Review  CRCT, ITBS, and evaluation of student work will indicate improved student achievement.</p>	<p>Anecdotal records from classroom observations  Lesson plans  Training agendas identifying topics for learning and discussion</p>	<p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.  All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>8. Teachers will utilize modern technology and other multi-media resources in the teaching - learning process in reading and ELA.</p>	<p>C – 2 I - 3</p>	<p>System and school-based training for all staff in all content areas on the effective use of instructional technology in the classroom  (Title I, Title II)</p>	<p>Instructional Technology Specialists  Hardware and software  (Title I and Title IID)</p>	<p>Principal  Technology Director  Classroom teacher</p>	<p>On-Going 2012-2014  Weekly training updates during planning periods  PLU training opportunities after school and during the summer</p>	<p>Classroom observations  Lesson Plan Review  Documenting use of hardware and software  Evaluation of student work will indicate appropriate use of available technology to improve student achievement.</p>	<p>Anecdotal records from classroom observations  Lesson plans  Computer program logs  Training agendas identifying topics for learning and discussion</p>	<p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.  All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>9. Schools will provide meaningful opportunities for parent involvement in student learning to promote improved student achievement in reading/language arts.</p>	<p>SFCS 1, 2, 3</p>	<p>Training on improving home-school relationships  (Title I, Title II)</p>	<p>Parent involvement coordinators  Migrant service specialists  System translator  School social workers, counselors  Home-school connection agendas, brochures, Student Handbooks  Parent Portal  Communities in Schools and Family Connections  Community mentors / role models  Business partners  (Title I, Title III, Migrant Ed)</p>	<p>Principal  Federal Programs Director  Parent Involvement Coordinators</p>	<p>On-Going 2012-2014  Fall Open House  PTO meetings  PAC meetings  School Council meetings  Semi-annual system wide parent-teacher conferences</p>	<p>Parent/family attendance at:  PTO meetings, Open House, Workshops, Conferences  Number of parent volunteers  Number of student mentors  Number of home visits</p>	<p>Event sign-in sheets  Training agendas  School and class specific newsletters, handbooks  Volunteer logs  Migrant service report  Social worker / counselor reports</p>	<p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.  All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

**Identified Goal for Improvement: :**

NCLB Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>1. Teachers will utilize Common Core Georgia Performance Standards (CCGPS), in curriculum planning and classroom instruction to improve academic achievement for all students in math. (it is particularly important that SWD access grade level curriculum)</p>	<p>C - 1, 2 I - 1, 2, 3 PL – 2, 3 PO - 3</p>	<p>Provide ongoing opportunities for teachers to master SBRR “Best Practices” that constitute successful implementation of the CCGPS: Workshops, peer coaching, in-service training, peer observations, mentor teachers, and services provided by RESA and educational consultants</p> <p>(State professional learning funds; Title II funds)</p>	<p>Common planning time/ exploratory teachers</p> <p>Release time/ substitutes</p> <p>Professional books and materials, videos</p> <p>(Title I, State professional learning funds, Title II)</p>	<p>CCGPS/Math Coach</p> <p>Instructional Support Specialists</p> <p>Administrators</p> <p>Lead Teachers / Department Heads</p> <p>Report to school administrators and System Curriculum Directors</p>	<p>Ongoing 2012-2014</p> <p>Weekly planning meetings for teachers</p> <p>Monthly meetings with math coaches</p> <p>Monthly meetings for school-based improvement teams</p> <p>Twice yearly system-wide grade group meetings</p> <p>Monthly meetings for district and school-based administrators</p>	<p>Classroom observations and focus walks will used to assess the implementation of the CCGPS.</p> <p>Formative diagnostic benchmark assessments and evaluation of student work will indicate improved student achievement.</p>	<p>Prof. learning logs and PLU credit verification forms;</p> <p>Meeting agendas identifying topics for learning and discussion</p> <p>Anecdotal notes from classroom observations, completed rubrics from focus walks, practice tests for students, samples of student work</p> <p>Formative assessment analysis</p>	<p>Summative assessments – CRCT, EOCT, GHS GT, ITBS</p> <p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.</p> <p>All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>2. Administrators will facilitate the continued implementation of system school improvement initiatives, (standards-based instruction, standards-based classrooms, standards-based grading and reporting student work ) emphasizing the continuous raising of expectations for SWD academic achievement, particularly in math.</p>	<p>C – 2, 3 PO – 1, 2 L – 1, 2, 4 SC - 1</p>	<p>School-based training for teachers in the rituals and routines of effective instructional strategies.  System-based training for administrators on role of instructional leader in promoting change  (No cost)</p>	<p>Math Coaches  Instructional Support Specialists  RESA and program consultants  (Title I and Title II funds)</p>	<p>Principal  Curriculum Director  Superintendent</p>	<p>On-Going 2012-2014  Weekly training updates during planning periods  Weekly school leadership team meetings  Monthly administrator meetings</p>	<p>Classroom observations and focus walks will used to assess the implementation of the school improvement models in K-12.  Formative assessments for progress and evaluation of student work will indicate improved student achievement.</p>	<p>Professional learning logs and PLU credit verification forms  Training and meeting agendas identifying topics for learning and discussion  Anecdotal notes from classroom observations, completed rubrics from focus walks, samples of student work  Principal evaluations with the Superintendent</p>	<p>Summative assessments – CRCT, EOCT, GHSGT, ITBS  Individual student standardized test scores and group scores disaggregated by relevant subgroups.  All scores should indicate annual improvement towards 100% mastery for 2014</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>3. Teachers will diagnose math problems, based upon analysis of all available student data and continued progress monitoring of student performance, to provide differentiated instruction for improved student achievement.</p>	<p>I - 4 A - 3</p>	<p>School based training for teachers on: - analysis of student data to guide instruction - use of effective differentiation strategies -the Georgia Pyramid of Interventions - writing individualized instructional plans for students with special needs -System / school-based training on addressing the needs of students from poverty -Math endorsement courses for teachers  (Title II, State Professional Learning Funds)</p>	<p>Math Coach  Instructional Support Specialist  RESA and GLRS support  (Title I and Title II funds)</p>	<p>Math coaches,  Instructional coaches,  Department head, lead teachers  School lead SpEd teacher  Principal  Assistant Director for Special Education  System IEP Coordinator  SST Coordinator  Curriculum Director</p>	<p>On-Going 2012-2014  Weekly grade group/department meetings for collaborative planning periods to review IEP, SST, lesson plans</p>	<p>Lesson plans indicating use of data and ‘best practice’ strategies for differentiation of instruction  Classroom observations to assess success of students’ learning experience  Student work will demonstrate a variety of acceptable responses to the standard.  Formative assessments will indicate progress in student achievement.</p>	<p>Professional learning logs and PLU credit verification forms  Training agendas identifying topics for learning and discussion  Anecdotal notes from classroom observations, samples of student work  IEP and SST documentation that reflect learning goals based on achievement data</p>	<p>Summative assessments – CRCT, EOCT, GHS GT, ITBS  Individual student standardized test scores and group scores disaggregated by relevant subgroups.  All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>4. The school system will adopt and facilitate the use of appropriate, standards-based, and vertically aligned math materials and resources (ex. “Do the Math” intervention materials) to best meet the instructional needs of <u>all</u> students.</p>		<p>Training for teachers, regular ed and special ed, in the use of selected math materials and appropriate instructional strategies.  (Title II)</p>	<p>Aligned adopted text and materials for K-8 math and 9 -12 math courses (Local and state funds)</p> <p>Aligned supplementary materials for elementary, middle, and high school students who demonstrate severe deficiencies in math to use when providing additional instruction in math (“Safety Nets” programs)</p> <p>Computer networked coursework for individualized math instruction</p> <p>Instructional providers for small group tutoring</p> <p>(Title I and Title II funds)</p>	<p>Math coach</p> <p>Instructional coaches</p> <p>Principal</p> <p>Curriculum Director</p> <p>Special Ed Director</p>	<p>On-Going 2012-2014</p> <p>Annual training for teachers on use of new materials</p> <p>Quarterly training updates</p>	<p>Formative assessments, progress monitoring on students’ math performance will indicate improved student achievement and the need for intervention</p> <p>Classroom observations to monitor use of aligned math materials</p>	<p>Training attendance logs and agendas identifying who participated and the topics for learning and discussion</p> <p>Classroom observation notes</p> <p>Lesson plans</p>	<p>Summative assessments – CRCT, EOCT, GHSGT, ITBS</p> <p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.</p> <p>All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>5. <u>All</u> teachers will provide opportunities for pre-teaching or acceleration as an instructional strategy for <u>all</u> low achieving students.</p>	<p>I - 4</p>	<p>School-based training for all staff in all content areas on use of pre-teaching and acceleration strategies (<i>as presented in Learning Focused Schools</i>)</p> <p>(No cost)</p>	<p>Math Coaches</p> <p>Instructional Support Specialists, and RESA consultants</p> <p>(Title I and Title II funds)</p>	<p>Math Coaches</p> <p>Instructional Support Specialists</p> <p>School lead SpEd teacher</p> <p>Principal</p> <p>Curriculum Director</p>	<p>On-Going 2012-2014</p> <p>Weekly training updates for all teachers during planning periods</p>	<p>Classroom observations</p> <p>Lesson Plan Review for acceleration strategies</p> <p>Formative assessments and evaluation of student work will indicate students in need of acceleration improved student achievement.</p>	<p>Anecdotal records from classroom observations</p> <p>Lesson plans</p> <p>Training agendas identifying topics for learning and discussion</p>	<p>Summative assessments – CRCT, EOCT, GHSGT, ITBS</p> <p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.</p> <p>All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>6. Elementary schools that have low performing groups of students (EL, SpEd, Black, Econ Dis) will group students into smaller classes to enhance the student-teacher relationship and promote effective instructional strategies (class size reduction)</p>	<p>I - 4</p>	<p>School-based training for class-size reduction teachers on the barriers to success for their students  (No cost)</p>	<p>Instructional Support Specialists, and RESA consultants  (Title I and Title IIA funds)</p>	<p>Principal  Instructional Support Specialists  Curriculum Director</p>	<p>On-Going 2012-2014  Weekly grade planning meetings</p>	<p>Classroom observations  Lesson Plan Review  CRCT, ITBS, and evaluation of student work will indicate improved student achievement.</p>	<p>Anecdotal records from classroom observations  Lesson plans  Training agendas identifying topics for learning and discussion</p>	<p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.  All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>7. <u>All</u> teachers will utilize modern technology and other multi-media resources in the teaching-learning process in math.</p>	<p>C – 2 I - 3</p>	<p>System and school-based training for all staff in all content areas on the effective use of instructional technology in the classroom - with particular emphasis on the use of available assistive technology for SWD.</p> <p>Assistive technology training for both regular and special ed teachers</p> <p>(Title I, Title II)</p>	<p>Instructional Technology Specialists</p> <p>Hardware and software – high tech and low tech</p> <p>(Title I and Title IID)</p>	<p>Assistive technology specialist</p> <p>Instructional technologists</p> <p>Technology Director</p> <p>School lead SpEd teacher</p> <p>Principal</p> <p>Classroom teacher</p>	<p>On-Going 2012-2014</p> <p>Weekly training updates and technical support during planning periods</p> <p>PLU training opportunities after school and during the summer</p>	<p>Classroom observations</p> <p>Lesson Plan Review</p> <p>Documenting <u>use</u> of hardware and software in classrooms</p> <p>Evaluation of student work will indicate appropriate use of available technology to improve student achievement.</p>	<p>Anecdotal records from classroom observations</p> <p>Lesson plans</p> <p>Computer program logs</p> <p>Training agendas identifying topics for learning and discussion</p>	<p>Summative assessments – CRCT, EOCT, GHS GT, ITBS</p> <p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.</p> <p>All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>8. The school system will plan and implement a program of professional learning activities to specifically address (1) math content weaknesses in all classroom and SpEd teachers, and (2) instructional weaknesses in new SpEd teachers with alternative certification</p>	<p>SFCS - 1, 2, 3</p>	<p><i>(Whenever possible, regular ed teachers and special ed teachers will attend training together)</i>            Induction training and required, continuous, year-long courses of study for all teachers with alternative certification – especially an introduction to Special Education; identifying SWD; accommodations for instruction and testing of SWD; and the expected academic performance of SWD.             Training for all teachers on math content; math programs; math texts and materials. Math Endorsement</p>	<p>GLRS, RESA, and local instructors and consultants             “Release Time” for teachers             Stipends for “off contract” hours and for Mentors             Professional books for discussion             (IDEA, Title II funds)</p>	<p>Curriculum Director             Math Coach             SpEd Director</p>	<p>On-going 2012-2014             Monthly meetings of new SpEd teachers with system IEP Coordinator             Monthly meetings of alt. certif. teachers             Bi-Weekly observations with mentor             Weekly group planning for instruction in math             Quarterly grade group meetings with math coach</p>	<p>Evaluations from participants of trainings             Classroom observations of teachers             Lesson Planning             Teacher surveys and tests of understanding math content</p>	<p>Training attendance logs and agendas             Lesson Plans             SWD progress reports in math             Teacher comments on math training and scores on math tests</p>	<p>Summative assessments – CRCT, EOCT, GHS GT, ITBS             Improved academic performance of SWD – particularly in math             Improved retention of SpEd teachers</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>9. The Program for Exceptional Children will plan and provide continuous training to all SpEd teachers on the writing of IEPs for SWD, to specifically address (but not limited to):</p> <p>(1) student level of performance in all content areas, especially math</p> <p>(2) appropriate accommodations for instruction and testing</p> <p>(3) when appropriate, the increased use of available assistive technology</p>		<p>Planned, on-going, yearlong workshops for SpEd teachers and psychologists to write IEPs. collaboratively</p> <p>Annual summer workshop for all SpEd teachers and psychologists to review new and changed rules concerning IEPs</p> <p>Induction training for new SpEd teachers, especially those with alternative certification, on writing IEPs (IDEA Flow Through Funds)</p>	<p>“Release Time” for teachers</p> <p>Stipends for teachers</p> <p>RESA and GLRS consultants</p> <p>Local SpEd position to be responsible for mentoring teachers as they write and review IEPs</p> <p>System IEP Coordinator</p> <p>(IDEA, Title II and VI)</p>	<p>IEP Coordinator</p> <p>School lead SpEd teacher</p> <p>SpEd Director</p>	<p>On-going 2012-2014</p> <p>Monthly IEP reviews</p>	<p>Monitoring of random sample of IEPs</p> <p>Peer Review of IEPs</p> <p>DoE Monitoring of IEPs</p>	<p>Reviewer’s reports</p> <p>Sample IEPs</p>	<p>Summative assessments – CRCT, EOCT, GHS GT, ITBS</p> <p>Improved academic performance of SWD – particularly in math</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>10. Schools will provide meaningful opportunities for parent involvement in student learning to promote improved student achievement in math.</p>	<p>SFCS - 1, 2, 3</p>	<p>Training on improving home-school relationships  (Title I, Title II)</p>	<p>Parent Involvement Coordinators  Migrant service specialists  System translator  School social workers, counselors  Home-school connection agendas, Student Handbooks  “Parent Portal”  CIS and Family Connections  Community mentors Business partners (Title I, Title III, Migrant Ed)</p>	<p>Principal  Federal Programs Director  Parent Involvement Coordinators</p>	<p>On-Going 2012-2014  Fall Open House  Monthly school based parent workshops  Semi-annual system wide parent-teacher conferences  Regularly scheduled meeting for SWD parents to discuss topics of their concern – IEP, transitions  Quarterly PTO meetings  PAC meetings</p>	<p>Parent attendance at:  PTO meetings, Open House, Workshops, Conferences  Number of parent volunteers  Number of student mentors  Number of home visits</p>	<p>Event sign-in sheets  Training agendas  School and class specific newsletters, handbooks, etc.  Volunteer logs  Migrant service report  Social worker / counselor reports  Agendas indicating math as a topic for parent meetings</p>	<p>Summative assessments – CRCT, EOCT, GHSGT, ITBS  Individual student standardized test scores and group scores disaggregated by relevant subgroups.  All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

**Identified Goal for Improvement:**

NCLB Performance Goal 2: All limited English proficient students (EL) will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better.

Actions, Strategies, Interventions or Programs	Georgia School Keys Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>1. All administrators, teachers, and paraprofessionals who work with English language learners will become familiar with the Title III program and the needs of EL students.</p>	<p>SC 1.1 2.3  PL 3.1</p>	<p>Basic courses on: (1)General understanding of EL students, (2) working with EL students, (3) classroom environment for EL students, (4) strategies to help EL students succeed, (5) assessing EL students</p>	<p>On-Line introductory level courses – available through PD360  (Title I)</p>	<p>Principals  Title III Coordinator</p>	<p>On-going 2012-2014</p>	<p>Number of administrators, teachers, paraprofessionals who complete the courses  Classroom observations  CRCT, EOCT, GHSGT, and ACCESS plus the evaluation of student work will indicate improved student achievement</p>	<p>Transcripts of courses taken by participants  Lesson plans</p>	<p>Individual student standardized test scores, EL sub group scores, and ACCESS Progress/ Proficiency scores  All scores should indicate annual improvement towards state and federal goals of achievement</p>	

Actions, Strategies, Interventions or Programs	Georgia School Keys Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>2. All administrators and teachers who work with English language learners will become familiar with ACCESS scores, the required AMAOs, and using ACCESS data to inform instruction for EL students</p>	<p>A 1.1 1.2 3.1</p>	<p>Annual Training sessions on interpreting ACCESS scores and information</p>	<p>Title III printed materials</p>	<p>Principals  School Test coordinators  Title III Coordinator  ESOL teachers</p>	<p>on-going 2012-2014  August – ESOL teachers review ACCESS scores and AMAO status with teachers</p>	<p>System meeting the AMAO targets  CRCT, EOCT, GHSGT, and ACCESS plus the evaluation of student work will indicate improved student achievement</p>	<p>Attendance rosters from training  Notes on interpreting EL students' ACCESS scores</p>	<p>Individual student standardized test scores, EL sub group scores, and ACCESS Progress/ Proficiency scores  All scores should indicate annual improvement towards state and federal goals of achievement</p>	

Actions, Strategies, Interventions or Programs	Georgia School Keys Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>3. Classroom teachers will use the WIDA standards, appropriate instructional strategies and resources in instructing English Learners.</p>	<p>I 2.3 2.6</p>	<p>System and school based training in WIDA Standards and delivery models of ESOL service</p> <p>(Title II, Title III:)</p>	<p>Professional literature for training</p> <p>Instructional software for second language learning</p> <p>RESA and other consultants</p> <p>(Title II, Title III:)</p>	<p>Principal</p> <p>Curriculum Director</p> <p>Title III Coordinator</p>	<p>On-going 2012- 2014</p> <p>School based training for elementary teachers 2011/12 in SS for ELs</p> <p>ESOL and partner teacher training in effective strategies – ASCD Virginia Rojas</p> <p>Thinking Maps training for all ESOL teachers</p> <p>Annual review training for effective use of software</p> <p>Weekly grade group/department meetings during planning periods to review differentiation for EL</p>	<p>Classroom observations</p> <p>Lesson Plan Review</p> <p>CRCT, EOCT, GHSGT, and ACCESS plus the evaluation of student work will indicate improved student achievement.</p>	<p>Syllabus and attendance logs from training sessions</p> <p>Anecdotal notes from classroom observations</p> <p>Lesson plans</p>	<p>Individual student standardized test scores, EL sub group scores, and Progress/ Proficiency Scores from ACCESS</p> <p>All scores should indicate annual improvement towards state and federal goals of achievement.</p>	

Actions, Strategies, Interventions or Programs	Georgia School Keys Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>4. ESOL teachers will provide <b>additional</b> instructional assistance for eligible EL students.</p>	<p>I 2.3</p>	<p>Encourage ESOL endorsement courses for all teachers</p> <p>System training for ESOL teachers in strategies to effectively teach English learners</p> <p>(Title II, Title III)</p>	<p>Sufficient ESOL endorsed teachers for the number of EL students</p> <p>Instructional materials and adopted texts in a second language</p> <p>Instructional software for second language learning</p> <p>RESA and other consultants</p> <p>(Title II, Title III)</p>	<p>Principal</p> <p>Curriculum Director</p> <p>Title III Coordinator</p>	<p>Monthly system ESOL teacher meetings to share and discuss effective instructional strategies</p> <p>Semester review of the number of EL students and the number of ESOL teachers</p>	<p>ESOL teacher observations</p> <p>Lesson Plan Review</p> <p>CRCT, EOCT, GHSGT, and ACCESS plus the evaluation of student work will indicate improved student achievement.</p>	<p>Anecdotal notes from ESOL classroom observations</p> <p>Lesson plans of ESOL teachers</p> <p>Daily schedules of ESOL teachers</p>	<p>Individual student standardized test scores, EL sub group scores, and ACCESS Progress/ Proficiency scores</p> <p>All scores should indicate annual improvement towards state and federal goals of achievement.</p>	

Actions, Strategies, Interventions or Programs	Georgia School Keys Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>5. Students in grades 6 – 12 with extremely limited English proficiency will be provided additional support during the school day from bi-lingual teachers</p>	<p>I 2.3</p>	<p>ESOL endorsement courses</p> <p>Training for the Middle and High School ESOL teachers in strategies for rapid English language acquisition</p> <p>(Title II &amp; Title III)</p>	<p>Two teachers from Mexico to work with new ELs during the school day</p> <p>Instructional software for second language learning</p> <p>H1 visa and lawyer fees</p> <p>(Local, Title II, Title III)</p>	<p>Principal</p> <p>Title III Coordinator</p>	<p>On-going 2012-2014</p>	<p>CRCT, EOCT GHSGT, and ACCESS plus the evaluation of student work will indicate improved student achievement.</p>	<p>Anecdotal notes from classroom observations</p> <p>Lesson plans</p> <p>Interviews with students</p>	<p>Individual student standardized test scores, EL sub group scores, and ACCESS Progress/ Proficiency scores</p> <p>All scores should indicate annual improvement towards state and federal goals of achievement</p>	

Actions, Strategies, Interventions or Programs	Georgia School Keys Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>6. Each school in the system will develop and implement a home-school partnership program specifically for EL students and parents.</p>	<p>SFC 1.1 1.4</p>		<p>Cooperation with system Parent Coordinator and Migrant Ed Recruiters</p>	<p>Title III Coordinator  Principal  ESOL teachers</p>	<p>On-going 2012-2014  Sept-Nov Schools develop a plan and conduct at least one parent activity  Jan-May Schools fully implement the plan and conduct another parent activity</p>	<p>Increased numbers of parents of EL students attending school activities</p>	<p>Copies of Home-School Partnership Plans for EL students and parents.  Copies of invitations, flyers, attendance sheets and descriptions of activities for parents of EL students</p>	<p>Individual student standardized test scores, EL sub group scores, and ACCESS Progress/ Proficiency scores  All scores should indicate annual improvement towards state and federal goals of achievement</p>	

Actions, Strategies, Interventions or Programs	Georgia School Keys Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>7. The school system will provide to teachers, parents, and students access to all home-school communication in the primary home language.</p>	SFC 1.1	Annual Training for administrators, one per school, on the use of TransAct	<p>Two System Translators</p> <p>TransAct</p> <p>Office hardware and software</p> <p>(Local funds)</p>	<p>Title III coordinator</p> <p>Principals</p> <p>ESOL teachers</p>	<p>On-going 2012-2014</p> <p>Annual review of home language requirements during pre-planning</p>	<p>Increased use of primary language in home-school communication</p>	<p>Copies of letters, newsletters, forms, brochures, etc. in second language</p> <p>Documentation of the use of TransAct and Translator services.</p>	<p>Individual student standardized test scores, EL sub group scores, and ACCESS Progress Proficiency scores</p> <p>All scores should indicate annual improvement towards state and federal goals of achievement</p>	

**Identified Goal for Improvement:**

NCLB Performance Goal 3: All students will be taught by highly qualified teachers.

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>1. The school system will recruit, employ, and retain highly qualified teachers.</p>	<p>SC - 1</p>	<p>Training in recruitment practices for human resources personnel</p> <p>Training for teachers and administrators new to the system</p> <p>Training for teacher mentoring (Title II)</p>	<p>Recruiter (s) for critical need areas</p> <p>Public relations and recruitment materials</p> <p>Professional literature</p> <p>Teacher mentors</p> <p>Stipends for new teachers and mentors</p> <p>Substitutes and release time (Title II)</p>	<p>Superintendent</p> <p>Assistant Superintendents</p> <p>Federal Programs Director</p>	<p>Ongoing 2012-2014</p> <p>Annual new teacher orientation in August</p> <p>Monthly new teacher meetings</p> <p>Semi-annual certification review</p> <p>Spring teacher recruitment</p>	<p>Certification status as reported by the Professional Standards Commission</p> <p>Teacher assignments</p> <p>Teacher/staff participation in training to renew or add-on necessary certification</p>	<p>Teacher certificates</p> <p>CPI report</p> <p>HiQ2 report</p> <p>Teacher equity report</p> <p>Mentor teacher documentation</p>	<p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.</p> <p>All scores should indicate annual improvement towards 100% mastery for 2014</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>2. The school system will have an individualized remediation plan for any teacher who is not highly qualified or who has a non-renewable certificate.</p>	<p>SC - 1</p>	<p>Training in assessing the quality of teachers and developing plans for improvement for human resources personnel and principals</p> <p>Training for teachers and administrators new to the system</p> <p>Training for teacher mentoring</p>	<p>Professional literature</p> <p>Teacher mentors</p> <p>Stipends for new teachers and mentors</p> <p>Substitutes and release time</p> <p>Reimbursement for GACE test fees</p> <p>(Title IIA)</p>	<p>Superintendent</p> <p>Assistant Superintendents</p> <p>Federal Programs Director</p>	<p>Ongoing 2012-2014</p> <p>Annual new teacher orientation in August</p> <p>Monthly new teacher meetings</p> <p>Semi-annual certification review</p>	<p>Certification status as reported by the Professional Standards Commission</p> <p>Teacher assignments</p> <p>Teacher/staff participation in training to renew or add-on necessary certification</p>	<p>Teacher certificates</p> <p>CPI report</p> <p>HiQ2 report</p> <p>Teacher mobility report</p> <p>Mentor teacher documentation</p>	<p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.</p> <p>All scores should indicate annual improvement towards 100% mastery for 2014</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>3. The school system will promote and facilitate add-on certification and/ or higher degrees especially in fields identified as critical need areas.</p>	SC - 1	<p>Reading endorsement with emphasis on teachers of students at risk in middle and high school</p> <p>Certificate Endorsements in: Math ESOL Gifted</p> <p>Content specific middle grades certification</p> <p>Special education certification</p> <p>System coordination with area universities for coursework toward Masters &amp; Specialist degree</p> <p>(Title II)</p>	<p>Coordination with area universities, RESA, and GLRS</p> <p>(no cost)</p>	<p>Assistant Superintendents</p> <p>Federal Programs Director</p> <p>Curriculum Director</p>	<p>Ongoing 2012-2014</p> <p>Semi-annual certification review</p>	<p>Certification status as reported by the Professional Standards Commission</p> <p>Teacher assignments</p> <p>Teacher/staff participation in required courses</p>	<p>Teacher certificates</p> <p>CPI report</p> <p>HiQ report</p>	<p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.</p> <p>All scores should indicate annual improvement towards 100% mastery for 2014</p>	

**Identified Goal for Improvement:**

NCLB Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	
1. Each school will maintain an emergency plan.	PO - 4	GEMA workshops	Coordination with 911, Red Cross, and GEMA  (No cost)	Principal  Assistant Superintendent	Ongoing 2012 – 2014  Annual review of plans each Fall	Regularly scheduled Emergency drills (e.g., weather, fire, bomb, or intruder alert)	Drill reports	A calm, uninterrupted learning environment	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>2. Each school will develop and implement school-wide discipline plan</p>	<p>PO – 4 SC – 2 I - 4</p>	<p>Classroom management training</p> <p>Crisis intervention training</p> <p>Restraint training</p> <p>Training for alternative programs</p> <p>Training through police and sheriff’s departments</p> <p>Bullying Prevention and Intervention training for all staff</p> <p>(Title II)</p>	<p>System Code of Conduct</p> <p>Professional literature</p> <p>RESA and consultants</p> <p>8-12 Alternative program</p> <p>School resource officers at MS, Jr H, and HS</p>	<p>Superintendent</p> <p>Assistant Superintendent</p> <p>Principal</p> <p>Assistant Director for Special Education</p>	<p>Ongoing 2012-2014</p> <p>Annual review of plans each Fall</p>	<p>Discipline referrals</p>	<p>Discipline reports</p>	<p>Reduced number of discipline incidents</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>2. Each school will develop and implement school-wide discipline plan</p>	<p>PO – 4 SC – 2 I - 4</p>	<p>Classroom management training</p> <p>Crisis intervention training</p> <p>Restraint training</p> <p>Training for alternative programs</p> <p>Training through police and sheriff’s departments</p> <p>Bullying Prevention and Intervention training for all staff</p> <p>(Title II)</p>	<p>System Code of Conduct</p> <p>Professional literature</p> <p>RESA and consultants</p> <p>8-12 Alternative program</p> <p>School resource officers at MS, Jr H, and HS</p>	<p>Superintendent</p> <p>Assistant Superintendent</p> <p>Principal</p> <p>Assistant Director for Special Education</p>	<p>Ongoing 2012-2014</p> <p>Annual review of plans each Fall</p>	<p>Discipline referrals</p>	<p>Discipline reports</p>	<p>Reduced number of discipline incidents</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>3. Students will be instructed in personal safety and drug-free lifestyle.</p>	<p>PO – 4 SC - 2</p>	<p>Training for health, safety, and character education programs adopted by the system</p>	<p>RESA and consultants  Sheriff’s Department (<i>CHAMPS</i>)  Rotary Club (<i>Aids Awareness</i>)  Text and materials for health, safety and character education (<i>I Can Problem Solve, Second Step, Menendez, Human Growth and Development</i>)</p>	<p>Principal  Counselors  PE teachers  RESA</p>	<p>Ongoing 2012-2014  Annual review of all programs for new teachers in the fall.  Georgia Student Health Survey for all 6<sup>th</sup>-12<sup>th</sup> students completed every fall</p>	<p>Classroom observations  Lesson Plan review  Student attendance at special presentations</p>	<p>Anecdotal reports from observations  Lesson plans  Survey results  Program agendas  Dropout report</p>	<p>Decrease in number of students dropping out due to health, pregnancy, or substance abuse.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>4. Planned purchasing of technology equipment and resources for all core academic classrooms to reach 21<sup>st</sup> Century status as defined in the system 5-year Technology Plan</p>	<p>I – 2.7</p>	<p>Professional Learning opportunities provided for all teachers as the technology is placed in their classrooms.</p> <p>The system Instructional Technologists (3) will provide on-site training at schools as well as group training at the system computer lab.</p> <p>Vendors will provide training for teachers. Ex. Smartboard</p> <p>Summer Academy for Instructional Technology – June 2011, 2012 – additional years as funding permits</p>	<p>SPLOST and federal funds</p>	<p>Superintendent</p> <p>Federal Programs Director</p> <p>Technology Director</p>	<p>Fall 2009 through Spring 2014</p>	<p>Classroom observations</p> <p>Lesson Plan review</p>	<p>Anecdotal reports from observations</p> <p>Lesson plans</p> <p>Training Agendas and Sign-in sheets</p> <p>Student Performance Products</p>	<p>Summative assessments – CRCT, GHS GT, ITBS</p> <p>Individual student standardized test scores and group scores disaggregated by relevant subgroups.</p> <p>All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

**Identified Goal for Improvement:**

NCLB Performance Goal 5: All students will graduate from high school.

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>1. Students leaving one grade will be academically prepared for the next grade with particular emphasis on the transition from 5<sup>th</sup> to 6<sup>th</sup> and 8<sup>th</sup> to 9<sup>th</sup>.</p>	<p>CS – 1, 3</p>	<p>Continued training in strategies to raise student achievement: CCGPS, academic expectations, differentiation, acceleration, student support  (Title I, Title II, Title III,, State Professional Learning Funds)</p>	<p>RESA, GLRS, program and other consultants, materials  “Safety Nets,” Summer School for regular and migrant students  (Title I, Title II, Title III, State Professional Learning Funds)</p>	<p>Principals  Curriculum Director  Assistant Superintendent  Superintendent</p>	<p>Ongoing 2012-2014  Annual preparation in March for students needing summer school services or retention  October – April: After school tutoring and in school “Safety Nets”</p>	<p>Decreased number of students not meeting expectations on CRCT</p>	<p>Individual and group CRCT scores</p>	<p>All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>2. The school system will adopt and facilitate the use of appropriate programs to best meet the instructional needs of students who need additional support to be prepared for the next grade level, with particular emphasis on 5<sup>th</sup> and 8<sup>th</sup> graders.</p>	<p>CS – 1, 3</p>	<p>Continued training in strategies to raise student achievement: CCGPS, academic expectations, differentiation, acceleration, student support</p> <p>(Title I, Title II, Title III, State Professional Learning Funds)</p>	<p>RESA, GLRS, and other consultants, materials</p> <p>Alternate Education opportunities for students</p> <p>“Safety Nets,” Summer School for regular and migrant students</p> <p>(Title I, Title II, Title III, State Professional Learning Funds)</p>	<p>Principals</p> <p>Curriculum Director</p> <p>Alternate Education Director</p> <p>Assistant Superintendent</p> <p>Superintendent</p>	<p>Ongoing 2012-2014</p> <p>Annual preparation in March for students needing summer school services or retention</p> <p>October – April: After school tutoring and in school “Safety Nets”</p>	<p>Number of students not meeting expectations on CRCT</p> <p>Number of students served in alternative education programs</p>	<p>Individual and group CRCT scores</p> <p>Alternative education rosters</p>	<p>All scores should indicate annual improvement towards 100% mastery for 2014.</p> <p>Fewer students served through alternative education</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>3. The school system will establish a consistent process to ensure communication and instructional articulation between elementary and middle, middle and junior high, and junior high to high schools.</p>		<p>Awareness training for teachers and administrators in the curriculum and instructional best practice for the schools feeding into their school.  (No cost)</p>	<p>Designated administrator at each school  Curriculum director or Central Office designee to oversee the process  Release time for teachers</p>	<p>Principals  Curriculum Director  Federal Programs Director  Assistant Superintendent</p>	<p>Ongoing 2012-2014  Monthly administrator meetings across and within school levels  Teacher meetings and peer observations across school levels</p>	<p>Lesson plans and instructional strategies demonstrating awareness of previous and next grade's curriculum</p>	<p>Meeting agendas and minutes</p>	<p>All scores should indicate annual improvement towards 100% mastery for 2014.  Fewer students retained</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>4. The high school will restructure and expand student guidance and advisory to monitor and support the same group of students from 10<sup>th</sup> – 12<sup>th</sup> grade.</p>		<p>Training on advisor/advisee program with emphasis on interventions for students at risk of not graduating— SST training</p> <p>Training for counselors on developing individual graduation plans for students</p>	<p>Full time graduation counselor in addition to a minimum of one counselor per grade level in high school</p> <p>School social worker</p> <p>RESA, GLRS, program and other consultants, materials</p>	<p>Principals</p> <p>Alternative Program Administrator</p> <p>Head Guidance Counselor</p>	<p>Ongoing 2012-2014</p> <p>Annual preparation in August for advisor/advisee groups</p> <p>Annual introduction to high school for 10<sup>th</sup> graders</p> <p>End of semester review of students' graduation plans and course placement</p> <p>Monthly meetings to identify students at risk and to discuss appropriate plans of action</p>	<p>Dropout and graduation rates</p> <p>Correct course placement for students</p>	<p>Training agendas</p> <p>Meeting minutes</p> <p>Individual student graduation plans</p>	<p>Increase in number of students graduating in four years</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>5. The high school will provide additional learning opportunities for students who are failing classes and/or who need additional assistance in test preparation.</p>		<p>Training for teachers on remediation, acceleration, and differentiation</p> <p>Training for administrators on alternative scheduling</p>	<p>Extended Day for selected teachers</p> <p>Courseware for remediation, course repair/recovery, and test preparation</p> <p>(<i>Odysseyware, A+, SAT and GHS GT Prep</i>)</p> <p>“Study Skills” as an elective course</p> <p>Flexible Scheduling and After school tutoring</p> <p>Alternative program</p>	<p>Principal</p> <p>Alternative Program Administrator</p> <p>Head Guidance Counselor</p>	<p>Ongoing 2012-2014</p> <p>Daily opportunities for students to receive additional assistance and remediation</p> <p>Monthly meetings to identify students at risk and to discuss appropriate plans of action</p>	<p>Dropout and graduation rates</p> <p>Lesson plan review</p> <p>Midterm and final grade distribution</p>	<p>Training agendas</p> <p>Meeting minutes</p> <p>Individual student graduation plans</p> <p>Grade reports</p> <p>Lesson plans</p>	<p>Increase in number of students on track to graduate in four years</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>6. The high school will provide access to alternative options for high school course credit.</p>		<p>Training for counselors and vocational and alternative administrators in the rules and guidelines for awarding credit outside the high school: Dual Enrollment, ACCEL, MOWR, Student Eligibility, Grading, Testing</p> <p>Training for administrators on alternative scheduling</p>	<p>Extended Day for selected teachers</p> <p>Courseware for alternative routes to course credit (<i>Odysseyware, A+, Virtual High School</i>)</p> <p>Coordination with Moultrie Technical College (MTC) and Abraham Baldwin Agricultural College (ABAC)</p> <p>Vocational/Career Advisor</p> <p>Alternative program</p>	<p>Principals</p> <p>Alternative program Administrator</p> <p>Head Guidance Counselor</p> <p>High School Vocational Director</p>	<p>Ongoing 2012-2014</p> <p>Fall and Spring registration of high school students in MTC and ABAC courses</p> <p>Monthly meetings to monitor students on alternative routes to graduation</p> <p>Quarterly meetings of CCHS, MTC, and ABAC administrators</p>	<p>Dropout and graduation rates</p> <p>Number of students participating in alternative options</p>	<p>Training agendas</p> <p>Meeting minutes</p> <p>Individual student graduation plans</p>	<p>Increase in number of students on track to graduate in four years</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>7. The high school will develop and implement non-academic strategies to support students towards graduation.</p>		<p>Training for teachers, counselors, and administrators on motivating students, positive attitudes, and appropriate behavior, i.e., school climate</p> <p>Training for parents on graduation requirements and supporting their students through high school</p>	<p>RESA, GLRS, and other consultants</p> <p>Parent Involvement Coordinator</p> <p>School Social Worker</p> <p>Graduation Specialist</p> <p>Professional literature</p>	<p>Principal</p> <p>Head Guidance Counselor</p> <p>Federal Programs Director</p> <p>Alternate Education Director</p>	<p>Ongoing 2012-2014</p> <p>Daily opportunities for students to receive positive reinforcement and to be involved in decision-making process.</p> <p>Monthly meetings to identify students at risk and to discuss appropriate plans of action</p> <p>Annual review of school-wide discipline plan</p>	<p>Dropout and graduation rates</p> <p>Attendance rates</p> <p>Discipline referrals</p> <p>Parent attendance at events, training opportunities, and parent-teacher conferences</p> <p>Student engagement in extra-curricular activities</p>	<p>Training agendas</p> <p>Meeting minutes</p> <p>Individual student graduation plans</p> <p>Attendance and discipline reports</p> <p>Parent-teacher conference logs</p>	<p>Increase in number of students on track to graduate in four years</p>	

**Identified Goals for Improvement:**

**IDEA Performance Goal I:** To improve post-school outcomes for students with disabilities.

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>1. The school system will maintain the number of SWD in all grade levels who receive instruction in the regular education environment (inclusion).</p>	<p>C -3</p>	<p>Ongoing training in LRE, inclusion of SWD: Accelerated, differentiated, additional instruction, Pyramid of Interventions, and co-teaching for both regular ed and special ed teachers</p>	<p>Local trainers; DOE trainers; GLRS, RESA and other consultants</p>	<p>Principals SPED Director  Curriculum Director</p>	<p>Ongoing 2012-2014  Continuous support of inclusion and co-teaching models.  Monthly classroom observations on inclusion and co-teaching.  Annually review and revise teacher assignments</p>	<p>FTE Count 2 (environment count)  Lesson plan review  Student and school schedules  Class rolls  Graduation rate</p>	<p>FTE Count (2) report  Student Schedules  Lesson Plans  Teacher/ Paraprofessional schedules  Schools' master schedules  Graduation rate report  Training agendas and participation logs</p>	<p>Increase in SWD who complete high school and transition to employment or post-secondary education</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>2. The system will utilize transition and graduation specialists as effective collaborative resources to help students with disabilities to stay in school.</p>	C - 2	<p>Ongoing transition team training for both specialists.</p> <p>Teacher training in poverty and “at-risk” issues.</p>	<p>Transition specialist</p> <p>CCSS Transition Manuals for HS and MS</p> <p>Transition training materials/supplies</p> <p>Trainers/materials on poverty/at-risk issues</p>	<p>SPED Director</p> <p>Director Alternative ED</p> <p>MS &amp; HS Principals</p>	<p>Ongoing 2012-2014</p> <p>Quarterly collect data, review, revise IEP/Transition Plans</p> <p>Annually redeliver poverty/at -risk training</p>	<p>Monthly dropout rates for SWD</p> <p>Ongoing data collection by Transition Support Specialist (TSS)</p> <p>Track dropouts by age, gender, ethnicity, eligibility, and reason(s)</p> <p>Annual Reports</p>	<p>Monthly/annual dropout reports</p> <p>SIS records</p> <p>TSS records</p> <p>Logs of student interviews and personal contacts</p> <p>Training agendas and participation logs</p>	<p>Increase in number of SWD students graduating from high school</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>3. The system will utilize a Transition Support Specialist (TSS) to coordinate IEP/Transition plans and services and to provide guidance and support to SPED case managers as they implement IEP/Transition goals and objectives.</p>	<p>I – 1, 3</p>	<p>Ongoing training for SPED case managers in writing measurable goals and objectives for transition in IEPs.</p>	<p>Transition Consultant  GLRS  State Guidelines for Transition through the IEP  Transition Manuals for MS and HS SPED teachers  (IDEA: \$500; Local: \$45,000)</p>	<p>SPED Director  Principals  SPED Department Head</p>	<p>Ongoing 2012-2014  Annually in the spring, provide support to 8<sup>th</sup> graders prior to transition to high school and introduce 5<sup>th</sup> graders to transition prior to entering MS (6<sup>th</sup>)-</p>	<p>IEP Review  Transition plan review  Graduation rates</p>	<p>IEPs  Student transition plans  Training agendas and participation logs  Graduation rate report</p>	<p>Increase in SWD who complete high school and transition to employment or post-secondary education</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>4. The system will establish a “Transition Agency Alliance” by involving all stakeholders in opportunities to expand the network available for post-secondary education and/or employment activities for SWD.</p>	<p>SFCS – 1, 2, 3</p>	<p>Training for teachers in building relationships with community agencies  (No cost)</p>	<p>Transition Manuals for HS and MS  Interagency collaboration and cooperation (DOE, DOL, Vocational Rehab, Technical colleges, Universities, etc)  Release time</p>	<p>Principals  SPED Director  Transition Specialist  Director Alternative ED</p>	<p>Ongoing 2012-2014  Annually review of “Transition Agency Alliance” plan  Fall survey of SWD who have left high school</p>	<p>Compare [Post-secondary survey results (annual Report)  Review of student records  Review of TAA plan  Student Contacts/Interviews  Graduation rates</p>	<p>Results of Post-secondary Activities Survey  TAA listings of available opportunities for SWD  Graduation rate report</p>	<p>Increase in SWD who complete high school and transition to employment or post-secondary education</p>	

**Identified Goals for Improvement:**

**IDEA Performance Goal II:** To improve services for young children (ages 3-5) with disabilities.

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>1. Special education administrative staff and the system Pre-School Transition Specialist will work closely with Babies Can't Wait, physicians, DFCS and other local agencies to improve and enhance Child Find services.</p>	<p>SFCS – 1, 3 A - 3</p>	<p>Training on Child Find procedures  (No cost)</p>	<p>Publications, e.g. Child Find flyers, Newspaper ads  IDEA Flow through \$45,000 salary</p>	<p>SPED Director Pre-K Director</p>	<p>Ongoing 2012-2014  Semi-annual interagency meetings with SPED administrative staff  Monthly reports on preschool transition  Eligibility and placement meetings as needed</p>	<p>Review of Preschool Transition reports  Number of eligibility assessments</p>	<p>Preschool transition reports  Student records  Number(s) of eligibility assessments</p>	<p>Increase number of SWD who successfully transition to kindergarten</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>2. The system will maintain least restrictive environment (LRE) opportunities for young children with disabilities in Pre-Kindergarten.</p>	<p>I - 1 C - 3</p>	<p>LRE/Inclusion training for Pre-K teachers</p>	<p>Pre-School Transition Specialist</p> <p>Adaptive instructional materials as appropriate for LRE</p> <p>Professional literature on LRE for young child</p> <p>RESA, GLRS, and other consultants</p> <p>(IDEA: \$2000)</p>	<p>SPED Director Pre-K Director</p>	<p>Ongoing 2012-2014</p> <p>Annual fall review for all Pre-K teachers on LRE</p>	<p>Review of: Student placement and schedule, teacher schedules, class rosters</p> <p>FTE report</p>	<p>FTE Count 2- (environment count)</p> <p>Teacher/student schedules</p>	<p>All identified young SWD have opportunities to learn in LRE.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>3. The system will monitor the progress of young SWD and, when necessary, provide specialists' support services to promote success in the LRE with particular emphasis on tracking and intervention for at risk students using a work sampling system (WSS).</p>	<p>I - 4</p>	<p>Training in developmentally appropriate education for preschool students</p> <p>Training for the understanding of PS/PK behaviors</p> <p>Training SLP Strategies w/ PS/PK</p> <p>Training in tracking and monitoring progress through work sampling system (WSS)</p>	<p>Developmentally appropriate preschool materials</p> <p>RESA, GLRS</p> <p>Local support specialists</p> <p>Work Sampling System Online (WSS) ...provided by NC DoE to pilot programs</p>	<p>SPED Director</p> <p>Pre-K Director</p>	<p>Ongoing 2012-2014</p>	<p>Developmental checklist</p> <p>Progress monitoring towards benchmark behaviors</p> <p>Student work</p> <p>Individual student assessments</p> <p>Behavior Charts</p>	<p>Work samples</p> <p>Checklists</p> <p>Behavior Charts</p> <p>Intervention Charts</p> <p>Progress monitoring reports</p>	<p>Young SWD interact appropriately with peers in LRE</p>	

**Identified Goals for Improvement:**

**IDEA Performance Goal III:** Improve the provision of a free, appropriate, public education to students with disabilities.

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>1. The Program for Exceptional Children will work to ensure that all students who are evaluated for Special Education services will continue to have eligibility status determined within 60 days of initial referral.</p>	<p>A -3 L – 1, 3</p>	<p>Training on procedures and practices for student eligibility evaluation: SLPs, psychologists, facilitators/liaisons, Special Ed. Teachers and Administrative staff  (No cost)</p>	<p>Current, research-based assessment instruments for student evaluations  GLRS  Update laptop computers for school psychologists as needed</p>	<p>SPED Director  Assistant SPED Director</p>	<p>Ongoing 2012-2014  Bi-Monthly review of status of student evaluations with PEC administration and psychologists</p>	<p>Monthly evaluation reporting</p>	<p>School contact logs  Psychologists’ monthly logs;  SLPs and others’ logs  Administrative Clerk’s logs  Asst SPED Dir. Logs from system SST meetings</p>	<p>SWD will receive appropriate instructional modifications from special services in an expedient manner to ensure learning success in LRE.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>2. The system will maintain the established system review team to monitor the disproportionate representation of subgroups within SWD and to promote alternative instructional options prior to referral for Special Education services.</p>	<p>PO - 1  A - 3</p>	<p>Ongoing training for regular ed. teachers and Academic Coaches on tier level intervention strategies (Pyramid of Interventions)</p> <p>Training for teachers and administrators on SST intent and procedures</p> <p>(No cost)</p>	<p>Publications, e.g. Pyramid of Interventions flipcharts</p> <p>SST manuals</p> <p>GLRS</p>	<p>SPED Director</p> <p>Alternate Education Director</p> <p>Principals</p> <p>Curriculum Director</p>	<p>Ongoing 2012-2014:</p> <p>Continue interventions to decrease risk ratio .10 annually</p>	<p>Review of:</p> <p>SST/SPED referrals</p> <p>DOE reports on disproportionality</p> <p>DOE risk ratio reports per eligibility and ethnicity</p> <p>Numbers of students in Tiers 2, 3 and 4</p>	<p>Data reports from DOE on risk ratio and disproportionality</p> <p>Number of eligible students by ethnicity</p> <p>SST reports</p> <p>Psychologists logs</p>	<p>Before receiving special education services, all students with learning difficulties will demonstrate a continued lack of academic success despite the use of tier level interventions that were applied with fidelity.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>3. The Program for Exceptional Children will include all school sites in a systematic plan to consistently increase and improve opportunities for SWD to be included in instruction in the regular education classroom, particularly for math, and to participate in statewide testing, by providing a full continuum of services to SWD.</p>	<p>I – 2, 3, 4 C – 3 A – 1, 2, 3 L - 2</p>	<p>Training on Pyramid of Interventions: LRE/Inclusion Training with Intervention Strategies Training: Training on Co-teaching; Training on the use of assistive technology; training on appropriate use of accommodations and modifications for standardized testing for LRE Coaches, SPED facilitators, , Administrators and RegEd and SpEd Teachers</p> <p>Sunday training for Pre-K teachers</p>	<p>LRE and academic coaches</p> <p>Substitutes</p> <p>Sunday Kits Instructional materials</p> <p>Teacher accommodation spreadsheet</p> <p>Accommodation guidelines</p> <p>DoE, GLRS, RESA, and local trainers and consultants</p>	<p>SPED Director</p> <p>System Test Coordinator</p> <p>Principals</p>	<p>Ongoing 2012-2014 implement inclusion plan</p>	<p>FTE Count 2- Data on environment</p> <p>Lesson plans indicating use of strategies for differentiation of instruction for SWD</p> <p>Classroom walk-throughs and observations to assess success of SWD learning experience</p> <p>SWD work will demonstrate a variety of acceptable responses to the standard.</p> <p>Formative benchmark assessments to indicate progress in math</p> <p>LRE checklists</p>	<p>FTE Count 2- Data on environment</p> <p>Lesson plans</p> <p>Anecdotal notes from classroom observations, samples of student work</p> <p>IEP and SST documentation</p>	<p>Summative assessments— CRCT, GHSGT, ITBS</p> <p>The Individual standardized test scores and group scores disaggregated by disability of SWD who have been included in the regular classroom</p> <p>All scores should indicate annual improvement towards 100% mastery for 2014.</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>4. The Program for Exceptional Children will continue to assist the administrators of all schools to implement innovative scheduling of all available personnel to permit effective co-teaching and inclusion of SWD in the regular education program, particularly for instruction in math. .</p>	C – 3	<p>Ongoing training and support on effective scheduling for SWD:</p> <p>Training on Co-Teaching and Inclusion Practices:</p> <p>Training on building a school schedule:</p> <p>Training on the effective use of collaborative planning time for... School lead SpEd teachers</p> <p>SIS Coordinator</p>	<p>Local, DoE, GLRS, and RESA trainers and consultants</p> <p>Substitutes</p>	<p>Principal</p> <p>School lead SpEd teacher</p> <p>SPED Director</p> <p>SIS Coordinator</p>	Ongoing 2012-2014 implement co-teaching and inclusion plan	<p>FTE Count 2- Data on environment</p> <p>Review of teacher and student schedules</p> <p>Review of school master schedule</p> <p>Review of class rolls</p>	<p>FTE Count 2- Report</p> <p>Student and teacher schedules</p> <p>Teacher/paraprofessional schedules</p> <p>Training agendas and participation logs</p>	<p>Summative assessments – CRCT, GHS GT, ITBS</p> <p>Increase of SWD who meet expectations -</p> <p>All scores should indicate annual improvement towards 100% mastery for 2014</p>	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
5. Schools will use IEP teams and intervention specialists to address behavioral or disciplinary concerns of SWD to maintain 100% compliance with IDEA regulations.	L -3	Training in Functional Behavioral Assessment & Manifestation Determination	LEA trainers and specialists  Independent consultants	SPED Director  Principals  Alternative Ed. Director	Ongoing 2012-2014 with annual reporting	Attendance rate  Discipline referrals  Students' IEPs  Monthly Discipline reports by school	Attendance and discipline records  Student Data Management System Reports	Behavior of SWD will be managed to minimize interruption of instruction to foster student achievement and academic success.	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>6. The Program for Exceptional Children will provide additional opportunities for parents of SWD to be involved in their student's learning and activities.</p>	<p>SFCS – 1, 2, 3</p>	<p>Ongoing support and training opportunities for parents</p>	<p>Parent Involvement Coordinator  Publications, e.g. Parent Newsletters  Parent Needs Assessment  Web based information on specific disabilities</p>	<p>SPED Director  Parent Involvement Coordinator</p>	<p>Ongoing 2012-2014  Semi-annual Parent Event</p>	<p>Parent surveys;  Parent Needs assessment  Parent attendance at school functions and IEP meetings</p>	<p>Parent Logs documenting parent attendance at school functions, meetings, etc.  Parent Survey responses;  Needs assessment survey responses  IEP documentation of parent attendance at IEP meetings</p>	<p>SWD will be successful in the LRE.</p>	

**Identified Goals for Improvement:**

**IDEA Performance Goal IV:** Improve compliance with state and federal laws and regulations.

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
1. The Program for Exceptional Children will monitor SWD transition plans for measurable goals and objectives and eligibility redetermination.	I - 3 L -4 SC - 2	Training for Transition Specialist and SPED teachers on developing transition plans	Transition Manuals with local and state procedures for compliance	SPED Director Alternative Ed. Director Principals	2012-2014 implementation of compliant transition plans  100% Eligibility Redeterminations compliance  Continued compliance	Transition Plans  Eligibility redeterminations	IEPs and Transition Plan Documentation  Psychologists' logs and timeline reports	By being in compliance with state and federal laws and regulations, SWD will have optimal opportunities for learning success.	

Actions, Strategies, Interventions or Programs	GSSP Standard	Professional Learning	Resources or Materials Needed	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation	Means of Evaluation	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)	Status
<p>2. The Program for Exceptional Children will coordinate all complaints, hearings, and resolutions concerning SWD and will submit required reports according to state and federal laws and regulations.</p>	L - 3	<p>Ongoing annual update for Special Ed. administrators on existing and new state and federal laws and regulations.  (No cost)</p>	<p>GLRS, RESA  School Board Attorney  State and federal rules and regulations  (No cost)</p>	SPED Director	Ongoing 2012-2014 with annual review in the fall	State and federal monitoring	Documentation of compliance to policies and procedures.	By being in compliance with state and federal laws and regulations, SWD will have optimal opportunities for learning success.	

## **Monitoring the Implementation of the School Improvement Plan**

Working collaboratively to conduct an internal self-review allows the Colquitt County School System the opportunity to assure all of its stakeholders that the school system is committed to student success. In light of that assurance, all functions of the school system, as described in this report, are focused on helping the system promote high achievement for all students. The system feels confident that all SACS/Advanc-Ed Standards and Title I requirements are being met and that continuous improvement for excellence in student achievement will occur through the processes that are currently in place.

The system and school plans that guide the improvement process are “living documents”. They are reviewed and revised at least annually and progress toward goals is documented. Each school submits an annual report of progress to Central Office. Attention is focused on comparing data so that system and school administrators can collaborate on changes to the system and school plans for the coming year.

The system superintendent meets formally with each principal twice a year, once for a mid-year conference and once for a year-end conference. Among the items for discussion are the quality of leadership provided at each school, the school’s current profile, the school improvement plan, student achievement data results for the year, and individual school needs and personnel concerns. In addition, principals’ meetings are held monthly with all principals and the system leadership team. Many of the issues listed above are discussed in these meetings, and there is also the opportunity for book studies, presentations by resource experts, or in-depth looks at specific topics such as “Standards-Based Instruction”, “Grading and Reporting Student Work”, and “Georgia F.I.P – Formative Instructional Practice”.

At the school level, each faculty and staff engages in a continuous school improvement process by revisiting the SACS/Advanc-Ed Standards and Title I requirements on an annual basis. Each principal reviews and reports online to SACS/Advanc-Ed its progress toward the goals, activities, and improvements of the SACS/Advanc-Ed Standards and individual school goals. The Assistant Superintendent for Instruction and Learning Services reviews these as they are submitted to assure alignment with system goals.

To further align school efforts with system goals, professional learning collaborative groups have been established at each school. Groups are comprised of grade level and/or subject area colleagues. These groups meet to discuss, plan, and develop effective instructional materials related to the Common Core Georgia Performance Standards (CCGPS). System level collaborative groups also meet to accomplish similar goals for the system.

In response to an ever-increasing concern for safety, the system and schools have worked with emergency preparedness agencies to produce a current emergency plan. Safety meetings and planning for drills are guided through the Risk Management Coordinator.

School Councils play an integral part in quality assurance and in establishing the schools' relationship with the community, the Superintendent and the School Board. The establishment of School Councils is for the purpose of sharing ideas for school improvement and to serve as a communication tool between community, school, and the School Board. Each School Council meets a minimum of four times a year and prepares a report to the Board of Education summarizing its transactions for the year.

As documented in the Action Plan, the system has provided specialized trainings for school personnel to ensure that quality programs continue to be implemented. For example, new teachers are provided with an in-depth induction with follow-up throughout the year. Teachers in the system continue to be trained on the Common Core Georgia Performance Standards, and the system provided Least Restrictive Environment training for inclusion/co-teaching for special and regular education students. Special emphasis has been given to differentiating instruction for English Language Learners, Students with Disabilities, and Gifted students as well as addressing the needs of students of poverty.