



# LEA Implementation Plan for

**Lanier**

**FY2010**

Name of System

School Year

**Identified Goals for Improvement: LEAs must develop actions/strategies/interventions or programs for each of the five NCLB performance goals and the four IDEA performance goals listed below. LEAs may add additional LEA performance goals that can not be addressed in one of the goals below. You may also add additional system goals as applicable.**

**NCLB Performance Goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**NCLB Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

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

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

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

**IDEA Performance Goal 1:** Improve post-school outcomes for students with disabilities.

**IDEA Performance Goal 2:** Improve services for young children (ages 3 – 5) with disabilities.

**IDEA Performance Goal 3:** Improve the provision of a free and appropriate public education to students with disabilities.

**IDEA Performance Goal 4:** Improve compliance with state and federal laws and regulations.

- Annual Measurable Objective(s): All students in all AYP subgroups in all Lanier County schools will meet State of Georgia AYP academic targets each school year beginning in 2006-2007 and continuing through 2013-14.
- Lanier will increase percentage of 3<sup>rd</sup> graders reading at grade level by 5% each year until 100% of 3<sup>rd</sup> graders read at grade level.
- Lanier percentage of students meeting/exceeding AYP will meet Georgia AYP reading targets or will improve annually at a rate which causes 100% to meet AYP targets by 2014.
- Lanier percentage of students meeting/exceeding AYP will meet Georgia AYP ELA targets or will improve annually at a rate which causes 100% to meet targets by 2014.
- Lanier percentage of students meeting/exceeding AYP will meet Georgia AYP mathematics targets or improve annually at a rate which causes 100% to meet targets by 2014.
- Lanier percentage of students will meet/exceed Georgia science percentages annually or will improve at an annual rate of 5%, whichever is greater.
- Lanier percentage of students will meet/exceed Georgia social studies percentages annually or will improve at an annual rate of 5%, whichever is greater.
- Lanier percentage of students scoring in the top three writing stages will meet or exceed Georgia percentages or improve 5% annually, whichever is greater.
- Lanier SAT scores will meet or exceed Georgia SAT scores each year or improve 5% annually, whichever is greater.
- Lanier percentage of students completing high school will increase 5% each year.
- Lanier County schools will meet secondary AYP targets each year.

Performance Goal	Actions/Strategies/ Interventions or Programs	GSSP Standard	NCLB Goal #	IDEA Goal #	Professional Learning (PL)	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)
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.	<b>•Use Co-teaching and/or Collaborative Models to effectively address individual learning needs &amp; strengths</b>	<b>Curriculum:</b> (Standard 2)	1	2,3,4	-PL: Co-Teaching & Collaborative Training & Follow-Up Support (Regular & Special Education Teachers)  -PL: Plan Collaboration for Regular and Special Ed. Teachers	-Common planning time for grade level/content area teachers & special ed. teachers ( <u>Cost:</u> Support Personnel & Substitutes <u>Funding:</u> Local, State, Title I, School Improvement)  - GLRS Consultants ( <u>Cost:</u> None)  -School Imp. Consultants ( <u>Cost:</u> None)	-Special Education Director  -Building Level Administrators  -System Support Staff  -RESA Consultants  -School Imp. Consultant	Fall 2006-Summer 2010	-Teacher self-evaluations  -Observations  -Surveys  -IEP annual evaluation meetings  -Student Progress	-Benchmark Assessments (Common Assessments),  -IEP meeting documentation  -Lesson plans, unit plans	-Results of CRCT, GHSCT, EOCT (See Table 1 Lanier County Student Achievement Targets 2007-2010)  -Writing Tests  -Results of benchmark assessments
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.	<b>•All teachers will use differentiation effectively to adjust content, process, product, and learning environment based on instructional needs of students.</b>	<b>Instruction:</b> (Standard 2)	1	1,2	-PL: Differentiation (All Teachers)	-RESA Consultants (Cost: None)  -Training Stipends ( <u>Cost:</u> \$30,000 <u>Funding:</u> Local, State, Title I, II, VI-B, School Imp, ARRA, Prof. Dev, SpEd)	-Building & District Administration  -Special Ed. Director  -System Support Staff  -School Imp. Consultant	Fall 2009-Summer 2010	-Awareness Walks  -Observations  -Student Progress	-Benchmark Assessment Data  -Lesson Plans	-Results of Test Data CRCT, GHSCT, ETOC  -Benchmark Assessment Data

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<p><b>NCLB Performance Goal 1:</b> By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p>	<p>• <b>Establish and implement a Pyramid of Interventions.</b></p> <p>Implement safety nets in all schools for students who need additional instructional time.</p>	<p><b>Assessment:</b> (Standard 3)</p>	1	3,4	<p>-PL: Prof. Learning Communities</p> <p>-PL: How to develop Intervention Strategies Collaboratively</p> <p>-PL: Support &amp; Identification of Homeless Students</p> <p>(Embedded PL Workshops/Training Activities)</p>	<p>-Student Data</p> <p>- Staff for after-school &amp; summer school (<u>Cost:</u> \$25,000 <u>Funding:</u> Local, State, school Improvement)</p> <p>-Supplemental Materials (I-Pass, STEEP, Dibels, Thinkgate, Study Island, Supplemental Phonics, Number Worlds) (<u>Cost:</u>\$30,000 <u>Funding:</u> Title I, Title VI, SPED, ARRA)</p> <p>-Intervention Staff (<u>Cost:</u>\$30,000 <u>Funding:</u> Title I, Title II, ARRA, Local)</p>	<p>-Building &amp; District Administration</p> <p>-Faculty and Staff</p> <p>-Homeless Liaison</p>	Oct 2006-Summer 2010	<p>-Progress monitoring reports</p> <p>-Benchmark Assessments</p> <p>-Contact hour logs</p> <p>-Teacher reports</p> <p>-Homeless Reports</p>	<p>-Intervention program rosters</p> <p>-Student work</p> <p>-Home Visits</p>	<p>-Student mastery of standards</p> <p>-Benchmark Assessments</p> <p>-Improved CRCT results (See Table 1 Lanier County Student Achievement Targets 2007-2010)</p>

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						<p>-Homeless Support Resources for Students (Cost: \$2,000 Funding: Title I, Local, State)</p> <p>-Intervention Classes (Cost: \$150,000 Funding: Local, State, Title I, Title VI, School Improvement, ARRA)</p>					
<p><b>NCLB Performance Goal 1:</b> By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p>	<p><b>•Create and administer common assessments by grade level/subject</b></p> <p>(Common Assessments: grade/area/standard/need and Benchmark Tests) assessments using</p>	<p><b>Instruction:</b> (Standard 1)</p> <p><b>Curriculum:</b> (Standard 1)</p> <p><b>Assessment:</b> (Standard 1)</p>	1		<p>-PL: Testgate training by all instructional staff</p>	<p>-Student materials (Cost: \$15,000 – Thinkgate, \$10,000 – Coach Books, Math Support Workbooks Funding: Local, State, Title I, Title VI, School Imp.)</p> <p>-Staff materials for Analysis (Cost: \$4,000 Data Span, Funding: Title I)</p>	<p>-Principals</p> <p>-Intervention Staff</p> <p>-System Staff</p>	<p>Fall 2007- Summer 2010</p>	<p>-Student work</p> <p>-Benchmark Assessments</p>	<p>-Unit plans</p> <p>-Focused walkthroughs</p>	<p>-Benchmark assessments each 9 weeks</p> <p>-Improved results of CRCT (See Table 1 Lanier County Student Achievement Targets 2007-2010)</p>

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<p><b>NCLB Performance Goal 1:</b> By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p>	<p>•Continue to use research- based best practices</p>	<p><b>Instruction:</b> (Standard 1)</p> <p><b>Curriculum</b> (Standard 1)</p> <p><b>Assessment</b> (Standard 1)</p>	1		<p>-PL: Standards-Based Instruction</p>	<p>-Time for training</p> <p>- Professional reference materials (Cost: \$3,000 <u>Funding:</u> Local, Title II)</p> <p>-Funds for Training Fees, Conference Travel, Stipends for Summer/Off-Contract Training Days (Cost: \$35,000- <u>Funding:</u> QBE Professional Learning, Title I, Title II, Title VI-B, Sch. Imp)</p> <p>-Instructional Specialists, Tutors for Students (Cost: \$150,000 <u>Funding:</u> Local, State, Title 1-A, Title VI-B, SpEd, ARRA)</p>	<p>-Building &amp; District Administrators</p> <p>-Faculty</p> <p>-Instructional Specialists</p> <p>-Intervention Speicalists</p>	<p>Fall 2006-Summer 2010</p>	<p>-Instructional Walk-throughs (e-Walk)</p> <p>-Teacher Conferences</p> <p>-Observations</p>	<p>-Data from eWalk Instructional Walk-throughs</p> <p>-Observations</p>	<p>-Improved results from CRCT, GHSGT, EOCT (See Table 1 Lanier County Student Achievement Targets 2007-2010)</p> <p>- Improved results on Benchmark tests</p>

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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.	•Continue to use technology & best practices to support all instruction	Curriculum (Standard 1) Instruction (Standard 1) Assessment (Standard 1)	1		-PL: ETTC- Prof Learning on Smart Boards  -PL: Progress Monitoring Technology	-Instructional Support Staff (Cost: \$100,000 Funding: Title II-A, ARRA, Title I)  -Expendable Equipment (Cost: \$20,000 Funding: Local, State, Title I, Title VI B)	-Building & District Administrators  -Instructional Support Staff	Fall 2006- Summer 2010	-Admin. walk-throughs  -Lesson Plans  -Portfolio content	-Portfolios  -Student work  -Teacher reflections	-Improved Results from CRCT, GHSGT, EOCT  -Benchmark Assess.

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<p><b>NCLB Performance Goal 1:</b> By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p>	<p><b>•Continue to sequence and align curriculum &amp; assessments with state standards</b></p> <p>Continue development of Georgia Performance Standards (GPS) Units</p> <p>Integrate state curriculum that targets student performance and application skills</p>	<p><b>Curriculum</b> (Standard 1)</p> <p><b>Assessment</b> (Standard 1)</p> <p><b>Instruction</b> (Standard 1)</p>	1		<p>-PL: Curriculum Mapping and Alignment Training</p> <p>-PL: Common Assessment Alignment and Development</p> <p>-PL: GPS Review and unit writing</p>	<p>-Time for common planning and unit writing (Cost: None)</p> <p>-PL Days for Training (Cost: \$2,000 for Consultants <u>Funding:</u> State PL, Title II)</p> <p>-Training Fees &amp; Training Stipends for Staff Summer/Off Contract Days (Cost: \$60,000 <u>Funding:</u> Local, State, Title I, II, ARRA,)</p>	<p>-Building Level Administrators</p> <p>-Teachers</p> <p>-Instructional Coaches</p> <p>-RESA Consultants</p> <p>-School Imp. Consultants</p> <p>-Curriculum Specialists</p>	Fall 2006-Summer 2010	-Administrative evaluations and walk-throughs	<p>-Unit plans</p> <p>-Evaluations</p> <p>-Pacing guides</p> <p>-Curriculum guides</p> <p>-Common assessments</p>	<p>-Improved Results from CRCT (See Table 1 Lanier County Student Achievement Targets 2007-2010)</p> <p>-Results from GHS GT, EOCT</p>



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**IDEA Performance Goal 1:** Improve post-school outcomes for students with disabilities.

**IDEA Performance Goal 2:** Improve services for young children (ages 3 – 5) with disabilities.

**IDEA Performance Goal 3:** Improve the provision of a free and appropriate public education to students with disabilities.

**IDEA Performance Goal 4:** Improve compliance with state and federal laws and regulations.

- Annual Measurable Objective (s): The number of limited English proficient students who DO NOT MEET proficiency in all areas on the CRCT or GHSGT will decrease by 10% annually.**

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<b>NCLB Performance Goal 2:</b> All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.	•Continue support programs including differentiation and co-teaching	Assessment (Standard 1)  Instruction (Standard 1)  Curriculum (Standard 1)	2		-PL: Use of Collaborative Planning  -PL: Differ Inst  -PL: Co-Teaching & Collaboration  -PL: ESOL & Migrant Training Support	-Collab time  -RESA (Cost: None)  -ESOL & Migrant Training Fees, Stipends for Summer/Off-Contract Days (Cost: \$10,000- Funding: QBE Migrant Education)	-Building/ District Level Administrators  -ESOL and regular education teachers	Fall 2006- Summer 2010	-Language Assessment Battery (LAB)  -Student Progress	-Student work/ Portfolios  -Benchmark Assess.  -IEP Reviews	-Results from CRCT (See Table 1 Lanier County Student Achievement Targets 2007-2010)  -Results from GHSGT  -Results rom LAB



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**IDEA Performance Goal 4:** Improve compliance with state and federal laws and regulations.

- **Annual Measurable Objective (s): Maintain 100% highly qualified faculty and staff at Lanier County Elementary, Lanier County Middle, and Lanier County High School.**

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NCLB Performance Goal 3: All students will be taught by highly qualified teachers.	<ul style="list-style-type: none"> <li>• <b>Increase the number of teachers holding Reading Endorsement, ESOL Endorsement, Gifted Endorsement and/or AP Endorsement</b></li> </ul>	<b>Professional Learning</b> (Standard 3)	3		-PL: Gifted/AP Courses, Reading Courses, ESOL Courses (RESA, VSU)	-Stipends /Registration Fees/Book Fees (Cost: 30,000 Funding: Title II-A)	-Professional Learning Coordinator  -Building Administrator	Fall 2006-Summer 2010	-Teacher Certification status and assignments  -Observation of Strategies in Classroom	-School level teacher assignment charts and teacher certificates  -Walk-through Notes  -Observation Records	-Results from local, state, and national assessments (See Table 1 Lanier County Student Achievement Targets 2007-2010)

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NCLB Performance Goal 3: All students will be taught by highly qualified teachers.	<b>•Increase recruitment and retention of highly qualified teachers and paraprofessionals</b>	<b>Professional Learning</b> (Standard 3)	3		-PL: Salary Study (Purchased Services)  -PL: New Employee Orientation	-Funding for District/Building level Administrators to attend job fairs (Title II-A)  -Local funds to support increased local supplements  -New Teacher Orientation Program Materials & Stipends (Cost: \$7,000 Funding: Title II)  -Mentor Stipends – Summer Session (Cost: \$1,000 Funding: Title II)	-Superintendent  -Personnel/Title II Director  -Building level Administrators and/or designee	Fall 2006-Summer 2010	-Teacher certification status and assignments  -Attendance at job fairs  -Revised Local Supplement Scale  -Surveys	-School level teacher/ paraprofessional assignment charts and certificates  -Log of attendance at job fairs  -Mentor Logs  -Observations	-Results from local, state and national assessments (See Table 1 Lanier County Student Achievement Targets 2007-2010)

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NCLB Performance Goal 3: All students will be taught by highly qualified teachers.	<p>•<b>Re-construct mentoring program for new teachers</b></p>	<p><b>School Culture</b> (Standards 1)</p>	3		-PL: Training for mentor teachers	<p>-Materials for mentor training (Cost: \$1,000- Funding: local funds)</p> <p>-Stipends for Mentor Support &amp; Mentee Training (Cost: \$10,000 Funding: Title II)</p>	<p>-Superintendent</p> <p>-Building level Administrators and/or designee</p>	Fall 2006-Summer 2010	Completion of mentor training	Certificate documentation	-Retention of new teachers
NCLB Performance Goal 3: All students will be taught by highly qualified teachers.	<p>•<b>Continue to survey all faculties using SAI Survey regarding implementation of Georgia Professional Learning Standards</b></p> <p>Use results to plan professional learning.</p>	<p><b>Professional Learning</b> (Standard 3)</p>	3			<p>-Access to SAI Survey</p> <p>-Develop Local Surveys</p> <p>-Postage for Parent &amp; Community Surveys (Cost:\$1000 Funding: Title II, VI)</p>	<p>-Building Level Administrators</p> <p>-Professional Learning Director</p>	Fall 2006-Summer 2010	Percent of teachers responding to survey	SAI Results	-Results from local, state and national assessments (See Table 1 Lanier County Student Achievement Targets 2007-2010)



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**IDEA Performance Goal 1:** Improve post-school outcomes for students with disabilities.

**IDEA Performance Goal 2:** Improve services for young children (ages 3 – 5) with disabilities.

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**IDEA Performance Goal 4:** Improve compliance with state and federal laws and regulations.

▪ **Annual Measurable Objective (s):**

1. The number of disruptive and violent incidents in Lanier County Schools will be reduced by 3%.
2. The percentage of students reporting substance abuse in Lanier County Schools will be reduced by 3%.

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NCLB 4	•Continue implementation of a research-based violence prevention program K-12	School Culture (Standard 1)	4		-PL: Training on Violence & Safety  -PL: Conferences Travel & Registration	-Research-based violence prevention program Title IV-A (Cost: \$5,000 Funding: Title IV)  -Conferences (Cost: \$1,000 Funding: Title IV)	-Special Program Director  -School Guidance Counselors  -School Social Worker	Fall 2006- Summer 2010	-Second Step Survey  -Georgia Student Health Survey & Record Reports	Discipline Referrals	Reduction of disruptive, drug-related, weapons related, and sexual harassment incidents

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NCLB Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.	•Continue implementation of health and personal safety curriculum K-12	School Culture (Standard 1)	4		-PL: Updates for staff	-Second Step  -Good Touch Bad Touch (Cost: \$500 Funding: Title IV-A)	-Building level principals  -Guidance Counselors	Fall 2006-Summer 2010	Yearly Personnel evaluation	-Survey results  -Safety Officer Records	Reduction of disruptive, drug-related, weapons related, and sexual harassment incidents
NCLB Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.	•Update and monitor System and School Safety Plan	Leadership (Standard 2)  Planning and Organization (Standard 4)	4		-PL: In-house redelivery of system and School Safety Plans  -Faculty, staff, and student training on plan implementation	-Communication and emergency preparedness equipment (Cost: \$400 Funding: Title IV-A)  -Consultants from GEMA and other law enforcement personnel	-Public Safety Officer  -Building level Administrator and/or designee	Fall 2006-Summer 2010	-Mock Drills  -Debriefing following drills	-Safety Plan and records from debriefing  -Surveys  -Implementation checklist	Georgia Student Health Survey results
NCLB Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.	•Continue special programs to promote Drug Prevention Education	Leadership (Standard 2)  Planning and Organization (Standard 4 a)	4		-PL: In-house redelivery of program goals and implementation strategies	-Red Ribbon Week supplies (Cost: \$ 2,000 Funding: Title IV-A)	Special Program Director	Fall 2006-Summer 2010	Georgia Student Health Survey	-Red Ribbon Week Brochures or Flyers  -Red Ribbon Week activities list	Georgia Student Health Survey results



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- **Annual Measurable Objective (s): High School graduation rate will meet or exceed AYP targets each year.**

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NCLB Performance Goal 5: All students will graduate from high school.	• <b>Implement High School Graduation Coach</b>	<b>Instruction</b> (Standard 3)  <b>School Culture</b> (Standard 1)	5		-PL: State Sponsored Training	-Highly Qualified Counselor (Cost: \$75,000 Funding: state and local funds)	-High School Principal  -Graduation Counselor	Fall 2006- Summer 2010	-Georgia Report Card  -Graduation Rate  -Drop-out Rate	-SST Meeting Minutes  -Graduation Plans  -Attendance Reports  -Student Records	-Graduation Rate  -Drop-out Rate
NCLB Performance Goal 5: All students will graduate from high school.	• <b>Develop a high school career planning center</b>	<b>Instruction</b> (Standard 3)	5		-PL: Training by counselors on graduation requirements	-Career Center with part-time coordinator (Cost: \$25,000 Funding: local funds)	-High School Principal  -Guidance Counselors	Fall 2006- Summer 2010	-Student logs	-Individual Career Plans  -Program of Study	-Graduation Rate  -Drop-out Rate

Performance Goal	Actions/Strategies/Interventions or Programs	GSSP Standard	NCLB Goal #	IDEA Goal #	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)
NCLB Performance Goal 5: All students will graduate from high school.	•Develop and implement a high school advisement system	School Culture (Standards 1)	5		-PL: Attend SREB Advisement Workshop	-Materials (Cost: \$50,000 Funding: Local & State)  -Travel & Registration (Cost: \$3,000 Funding: Title II)	-High School Principal  -Graduation Counselor	Fall 2006-Summer 2010	-Student 4+2 Programs of Study	-Advisement materials and schedules	-Graduation Rate  -Drop-out Rate
NCLB Performance Goal 5: All students will graduate from high school.	•Evaluate for at-risk students in grades 3-12  Personnel to monitor (POI Coordinator)	Assessment (Standard 3)	5		-PL: State Sponsored Training	-Surveys  -Predictor tests  -Profile of Characteristics from DOE  -Access to student records	-Principals  -Guidance Counselors	Fall 2006-Summer 2010	-Surveys  -Standardized Test Scores  -Permanent Record Grades	-SST Meeting Minutes  -Graduation Plans  -Attendance Reports  -Student Records	-Graduation Rate  -Drop-out Rate
NCLB Performance Goal 5: All students will graduate from high school.	•Implement Co-Teaching lesson plans and instruction	Curriculum (Standard 2)	5		-PL: RESA workshops for teachers and/or follow up Co-teaching delivery models and strategies	-RESA Professional reference materials (Cost: None)	-Principals  -Special Education Director	Fall 2006-Summer 2010	-Students With Disabilities (SWD)  -Graduation Rates	-IEPs  -Lesson Plans  -Teacher self-evaluation  -Observations  -Inclusion student rosters	-Graduation Rate  -Drop-out Rate

Performance Goal	Actions/Strategies/Interventions or Programs	GSSP Standard	NCLB Goal #	IDEA Goal #	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)
NCLB Performance Goal 5: All students will graduate from high school.	<ul style="list-style-type: none"> <li>Establish a School Leadership Team among the middle school and high school faculties to coordinate the instructional program and student advisement program between the two schools.</li> </ul>	Leadership (Standard 1)	5		-PL: On-site SREB Workshops	-Materials	Administration	Fall 2006-Summer 2010	-Process Monitoring	-Leadership team minutes and products	-Graduation Rate -Drop-out Rate -CRCT -AYP Indicators



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IDEA Performance Goal 1: Improve post-school outcomes for students with disabilities.

**Annual Measurable Objective(s): Lanier County Schools will decrease the percentage for students with disabilities who drop out of school.**

Actions/Strategies/ Interventions or Programs	GSSP Standards	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
<p><b>•Utilize Middle/High School Completion Counselor</b></p>	<p><b>Instruction</b></p> <p><b>School Culture</b></p>	<p>State Sponsored Training</p>	<p>-Graduation Coach</p>	<p>-Building Level Administrators</p>	<p>FY 07 – FY 10</p>	<p>-Georgia Report Card</p> <p>-Graduation Rate</p> <p>-Drop-out Rate</p>	<p>-SST and IEP Meeting Minutes</p> <p>-Graduation Plans</p> <p>-Attendance Reports</p> <p>-Student Records</p>	<p>-Improved Graduation Rate</p> <p>-Reduction in Drop-out Rate</p>
<p><b>•Establish Career Planning: Development of 5-year programs of study</b></p>	<p><b>Instruction</b></p>	<p>-Training by counselors on graduation requirements</p> <p>-Related Vocational Instruction</p>	<p>-Georgia Career Information System magazine (Funding: Media Center fund – high school)</p> <p>-GA College 411 magazine (Funding: Media Center fund – high school)</p> <p>-Interest Inventory</p>	<p>-Building Level Administrators</p> <p>-Guidance Counselors</p> <p>-RVI Coordinator</p>	<p>FY 07 – FY 10</p>	<p>Career Plans</p>	<p>-Career Plans</p> <p>-Program of Study</p>	<p>-Improved Graduation Rate</p> <p>-Reduction in Drop-out Rate</p>



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Actions/Strategies/ Interventions or Programs	GSSP Standards	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
<p><b>•Evaluate at-risk students</b></p>	<p><b>Assessment</b></p>	<p>NA</p>	<p>-Surveys  -Predictor test  -Profile of characteristics from GA DOE</p>	<p>-Building Level Administrators  -Guidance Counselors</p>	<p>FY 07 – FY 10</p>	<p>-Standardized Test Scores  -Benchmark Assessment Scores  -EOCT Scores  -Progress Reports  -Report Cards</p>	<p>-SST and IEP Meeting Minutes  -Graduation Plans  -Attendance Reports  -Student Records</p>	<p>-Graduation Rate  -Drop-out Rate</p>
<p><b>•Continue to implement Co-Teaching in all grade-levels throughout the system</b></p>	<p><b>Instruction</b></p>	<p>-Training on Co-Teaching for new teachers  -Training on Differentiation of Assignments</p>	<p>- RESA Consultants  -POINT Specialist</p>	<p>-Student Services Director  -Building Level Administrators</p>	<p>FY 07 – FY 10</p>	<p>-IEPs  -Student Schedules</p>	<p>-IEPs  -Student Schedules</p>	<p>-Improvement on formative and summative assessments  -Improved Graduation Rate  - Reduction in Drop –Out Rate</p>



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IDEA Performance Goal 2: Improve services for young children (ages 3 – 5) with disabilities.

**Annual Measurable Objective(s): 2.5 Lanier County Schools will increase the percentage of young children referred by parents, or other agencies prior to age three who are determined eligible and have an IEP implemented by the third birthday.**

Actions/Strategies/ Interventions or Programs	GSSP Standards	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
<p><b>•Obtain and Use Babies Can't Wait List Quarterly to Communicate Better about Anticipated Referrals</b></p>	<p><b>Assessment</b></p>	<p>Training for selected staff members</p>	<p>NA</p>	<p>-Speech and Language Pathologist  - School Psychologist</p>	<p>FY08 – FY10</p>	<p>Review of State and Quarterly Report</p>	<p>System Report Card</p>	<p>System Report Card</p>

**Identified Goals for Improvement:** LEAs must develop actions/strategies/interventions or programs for each of the five NCLB performance goals and the four IDEA performance goals listed below. LEAs may add additional LEA performance goals that can not be addressed in one of the goals below.

IDEA Performance Goal 2: Improve services for young children (ages 3 – 5) with disabilities.

**Annual Measurable Objective(s):** 2.6 Lanier County Schools will increase the percentage of time young children with disabilities spend in natural environments with typically developing peers.

Removed:	Baseline (FY07)	FY08	FY09	FY10
<21%	90.5%	100%	100%	100%
21%- 60%	4.8%			
>60%				
Other Categories	4.8%			

Actions/Strategies/ Interventions or Programs	GSSP Standards	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
<p><b>•Provide special education paraprofessionals to assist in Pre-K classroom(s)</b></p>	<p><b>Professional Learning</b></p> <p><b>Instruction</b></p>	<ul style="list-style-type: none"> <li>- Co-Teaching Strategies</li> <li>- Behavior Management</li> <li>- Health Care Issues for Students</li> <li>-Paraprofessional Training</li> <li>-Bright from the Start</li> </ul>	<ul style="list-style-type: none"> <li>- Consultants (within system)</li> <li>- Workshops (Cost: \$2,000 Funding: SPED Title I and Title VI)</li> <li>- Special Education Handbook</li> <li>-Special Education Teacher (case managers)</li> <li>-Bright from the Start</li> </ul>	<ul style="list-style-type: none"> <li>- Student Services Director</li> <li>- Pre-K Coordinator</li> <li>- Building Level Administrators</li> <li>- Pre-K Teachers</li> <li>- Special Education Teachers (case managers)</li> </ul>	<p>FY 07 – FY10</p>	<ul style="list-style-type: none"> <li>- IEPs</li> <li>- Student Schedules</li> <li>- FTE Report(s)</li> <li>- System Profile</li> </ul>	<ul style="list-style-type: none"> <li>-FTE Reports</li> <li>-Student Schedules</li> <li>-IEPs</li> </ul>	<ul style="list-style-type: none"> <li>- Checklist for student's academic performance</li> <li>-Bright from the Start progress reports</li> <li>- Progress reports within IEPs</li> </ul>



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Actions/Strategies/ Interventions or Programs	GSSP Standards	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
<p><b>•Provide pre-school special education teacher to collaborate with regular education teachers</b></p>	<p>Professional Learning  Instruction</p>		<p>-Time  - Special Education Handbook</p>	<p>- Student Services Director  - Pre-K Coordinator  - Building Level Administrators  - Pre-K Teachers  -Special Education Teacher(s)</p>	<p>FY 07 – FY 10</p>	<p>- IEPs  - Student Schedules  - FTE Report(s)  - System Profile</p>	<p>-FTE Reports  -Student Schedules  -IEPs</p>	<p>- Checklist for student's academic performance  -Bright from the Start progress reports  – Progress reports within IEPs</p>



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**Identified Goals for Improvement:** LEAs must develop actions/strategies/interventions or programs for each of the five NCLB performance goals and the four IDEA performance goals listed below. LEAs may add additional LEA performance goals that can not be addressed in one of the goals below.

IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.

**Annual Measurable Objective(s): 3.9 Lanier County Schools will increase the percentage of students with disabilities who receive their instruction in the general educational setting with appropriate supports and accommodations.**

Removed:	Baseline (FY06)	FY07	FY 08	FY09	FY10
<21%	57.4%	69.2%	86.4%	90%	90%
21%- 60%	36.8%	26.2%	9.4%	5%	5%
>60%	4.5%	3.8%	4.2%	5%	5%
Other Categories	1.3%	0.8%	0.0%		

Actions/Strategies/ Interventions or Programs	GSSP Standards	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
<b>•Provide Differentiation Training to regular and special education teachers</b>	<b>Instruction</b>	- Differentiated Instruction/Assignments  - Accommodations/Modifications  -Characteristics of all eligibilities of students with disabilities  -Learning styles of all eligibilities of students with disabilities	- Time  -Substitutes  - Within system personnel  - RESA Consultants	- Student Services Director  -Curriculum Director  - Building Level Administrators	FY 07 – FY10	-Classroom observations/evaluations  -Students’ progress reports and report cards (for grade level and within IEP)	- Walk-through checklists/docu mentation  -Lesson plans	-Improvement on formative and summative assessments



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Actions/Strategies/ Interventions or Programs	GSSP Standards	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
<p><b>•Coaching and Modeling of Differentiation</b></p>	<p>Instruction</p>	<ul style="list-style-type: none"> <li>- Differentiated Instruction/Assignments</li> <li>- Accommodations/Modifications</li> <li>-Characteristics of all eligibilities of students with disabilities</li> <li>-Learning styles of all eligibilities of students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>-Time</li> <li>-Teacher and Student Schedules</li> </ul>	<ul style="list-style-type: none"> <li>-Within system personnel</li> <li>-RESA Consultants</li> </ul>	<p>FY10</p>	<p>-Classroom observations/evaluations</p>	<p>-Walk-through checklists (documentation)</p>	<p>-Improvement on formative and summative assessments</p>



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**IDEA Performance Goal 3:** Improve the provision of a free and appropriate public education to students with disabilities.

**Annual Measurable Objective(s):** 3.10 Lanier County Schools will increase the performance of students with disabilities on statewide assessments when given appropriate accommodations. (system-wide results)

Meet/Exceed Baseline (FY06)	FY07	FY08	FY09	FY10
CRCT Math	33.3%	35.1%	36.3%	59.5%
CRCT LA/Reading	44.2%	41.4%	51%	73.3%
GHS GT Enhanced Math	0%	Data not available	27.3%	74.9%
GHS GT English/Language Arts	30%	Data not available	36.4%	87.7%

Actions/Strategies/ Interventions or Programs	GSSP Standards	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
<p><b>•Decrease the number of students who receive services through a pull-out model</b></p>	<p><b>Instruction</b></p>	<ul style="list-style-type: none"> <li>- Differentiation of Assignments/ Instruction</li> <li>- How to meet the needs of swd within the regular education setting</li> </ul>	<ul style="list-style-type: none"> <li>-Time</li> <li>-RESA Consultants</li> <li>-Within system personnel</li> </ul>	<ul style="list-style-type: none"> <li>- Student Services Director</li> <li>- Building Level Administrators</li> <li>-Special Education Teachers (case managers)</li> <li>-Regular Education Teachers</li> </ul>	<p>FY 07 – FY 10</p>	<ul style="list-style-type: none"> <li>- FTE Reports</li> <li>- IEPs</li> <li>- Student &amp; Teacher Schedules</li> <li>- Class Size Report</li> <li>- System Data Profile for SWD</li> </ul>	<ul style="list-style-type: none"> <li>-Teacher Schedules</li> <li>-IEPs</li> </ul>	<p>-Improvement on formative and summative assessments</p>



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Actions/Strategies/ Interventions or Programs	GSSP Standards	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
<p><b>•Provide interventions during small group and special cycle (ES), Connections (MS), and homeroom (HS), Math I Support, Communication Skills Class</b></p>	<p><b>Instruction</b></p> <p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>- STEEP progress monitoring tool</li> <li>-iPASS math program (grades 1-5)</li> <li>- Read Naturally program (grades 1-5)</li> <li>-Pyramid of Intervention</li> </ul>	<ul style="list-style-type: none"> <li>- Student/Teacher Schedules</li> <li>- lab with computers and software</li> <li>- math and literacy coaches</li> <li>- Consultants</li> <li>- Intervention Specialists</li> <li>-Paraprofessionals</li> <li>-Teachers</li> </ul>	<ul style="list-style-type: none"> <li>- Building Level Administrators</li> <li>-Student Services Director</li> <li>-POINT Specialist</li> </ul>	<p>FY 07 - FY 10</p>	<ul style="list-style-type: none"> <li>- Benchmark Assessments</li> <li>- DIBELS results</li> <li>- STEEP Results</li> <li>-iPASS progress monitoring reports</li> <li>- CRCT Results</li> <li>-Progress reports and report cards</li> <li>-GHSGT Results</li> <li>-Writing Assessment Results</li> </ul>	<ul style="list-style-type: none"> <li>- Walk-through checklists</li> </ul>	<ul style="list-style-type: none"> <li>- Increase percentage of students who meet and exceed standards on CRCT &amp; GHSGT</li> <li>- Increased performance on all formative and summative assessments</li> </ul>



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**IDEA Performance Goal 3:** Improve the provision of a free and appropriate public education to students with disabilities.

**Annual Measurable Objective(s):** 3.12 Lanier County Schools will decrease the disproportionate representation of students with disabilities due to inappropriate policies, procedures, and practices.

	GSSP Standards	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
<b>Reevaluate students with a full psychological evaluation every three years until exiting 8<sup>th</sup> grade, at a minimum</b>	<b>Planning and Organization</b>  <b>Leadership</b>	- Conferences  - DOE Updates	- Timelines  - Dates of all students' last full speech and/or psychological evaluation	- School Psychologist  - Speech and Language Pathologists  - Student Services Director  -Special Education Teachers	FY 07 – FY 10	- Teacher Documentation  - SEMS Data	- Timeline Report  - System Profile Data  -SEMS Data	All speech and/or psychological reports are up-to-date and reflect accurate student eligibility



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IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations

**Annual Measurable Objective(s): 4.14 Lanier County Schools will correct all identified noncompliance as soon as possible, but no later than one year from identification.**

Actions/Strategies/ Interventions or Programs	GSSP Standards	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
<p><b>•<u>Incorporate Documentation of deficits in IEPs to drive appropriate math goals/accommodations</u></b></p>	<p><b>Instruction</b></p>	<p>-Special Education Faculty Meeting Presentations to provide guidance in writing IEPs with goals, accommodations, Standardized Test Scores, AT being addressed</p> <p>-Writing Standards Based Report Card Training</p>	<p>-Handouts from faculty meeting -Anderson &amp; Ward Consultants (Funding: IDEA)</p>	<p>-Student Services Director</p>	<p>FY07- 10</p>	<p>Checklist for all IEPs</p>	<p>Draft IEPs</p>	<p>-Improvement in math on formative and summative assessments</p>
<p><b>•<u>Increase Use of Assistive Technology</u></b></p>	<p><b>Planning and Organization</b>  <b>Instruction</b></p>	<p>Kinds of Assistive Technology for specific needs</p>	<p>-Time to view Elluminate Sessions on Assistive Technology</p>	<p>-Student Services Director</p>	<p>FY07- 10</p>	<p>Checklist for all IEPs</p>	<p>Draft IEPs</p>	<p>-Improvement in math on formative and summative assessments</p>



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**IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.**

**Annual Measurable Objective(s): 4.16 Reports are submitted in a timely manner as required by the State Department.**

Actions/Strategies/ Interventions or Programs	GSSP Standards	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
• <b>Use Data Logs</b>	<b>Assessment</b>	-Training for timelines/compliance for staff	- Computers  - Notebooks  - Logs	-Student Services Director  - School Psychologist  -Speech and Language Pathologists	FY 07 – FY 10; monthly	-Review of State Report  -Review of Individual Staff Log	-System Report Card  -Monthly Check of all staff logs	-Compliance with DOE
• <b>Complete 60 day calendar log for school psychologist and SLPs</b>	<b>Assessment</b>	-Training for timelines/compliance for staff	-Computers  -Notebooks  -Logs	-Student Services Director -School Psychologist -Speech and Language Pathologists	FY 07 - FY 10; monthly	-Review of State Report  -Review of Individual Staff Log	-System Report Card  -Monthly Check of all staff logs	-State Report  -Results of Compliance Log