

Lanier County Schools Equity Plan
2010-2011
(Revised June 11, 2010)

I. Introduction

A. LEA Description

Lanier County School System is a small district with four schools and an average enrollment of 1700 students. Student enrollment continues to increase annually due to an increase in population to our area. One primary school (PK-2), one elementary school (3-5), one middle school (6-8), and one high school (9-12) serve the diverse population with high rates of economically disadvantaged students.

B. Equity Statement

All students, including poor and minority, in the Lanier County School System will have equitable opportunities with respect to quality instruction, teachers' instructional experience, class size, and teachers' ability to meet diverse learning needs. A plan of action is in place to provide and monitor equitable services in the district. Specific strategies to provide quality instruction by highly qualified teachers to all students are included in the Equity Plan and Comprehensive LEA Implementation Plan (CLIP).

II. Annual Needs Assessment

A. Process and Timeline

Lanier County School System stakeholders conduct an annual needs assessment each spring to determine areas of need within the district regarding professional learning, recruitment and retention of highly qualified teachers, equity in teacher experience, equity in teacher training, equitable class size, curriculum, instruction, and student achievement. Results of the needs assessment are summarized and a prioritized list of needs is prepared. Final revisions to the Equity Plan and CLIP are made in late spring. Needs assessment results and final plans are disseminated to the learning community during the summer. Implementation begins during the summer.

B. Sources of Information

Data collected from surveys, state and local tests, school reports, the Equity Technical Assistance Report, and program effectiveness studies are used in developing, implementing, monitoring, and revising the Equity Plan and CLIP. Annual surveys generate feedback from teachers, paraprofessionals, parents, and administrators and are used to measure the perceived effectiveness of professional learning efforts and equitable services at each school and at the district level. The above sources of information are used to develop a list of prioritized needs, equitable services, and training opportunities.

C. Prioritized List of Needs (See Attachment A: Prioritized Needs - Spring 2010)

Needs are identified and prioritized by school and system leadership teams using summary results from surveys, test data, school reports, staff information, HiQ data and remediation plans. The prioritized needs and strategies are organized by School/CLASS Keys and NCLB Goals.

D. Stakeholder Involvement

School Improvement Teams at every school, made up of teachers, administrators, parents and community members, review and prioritize current needs to create action steps to ensure that a highly qualified teaching staff is in place to provide all students with quality instruction using the challenging state curriculum. The Lanier County System Improvement Team, comprised of school staff, parents and community representatives, reviews school and system data and makes final revisions to district plans. The action steps for this process are included in the revised Comprehensive LEA Improvement Plan (CLIP). School and System Improvement Teams meet throughout the school year and summer to monitor progress and make needed plan adjustments.

E. Monitoring Progress

The following process was used in the planning and development of the CLIP and Equity Plan and continues to be used for monitoring progress. The Lanier County School System strives to recruit and retain highly qualified teachers and make equitable placements so all students at each of our four schools has highly qualified, effective teachers with equivalent teaching experience.

Process for Monitoring CLIP



F. Summary of Findings (Data Source Listed)

- **Highly Qualified Teacher Status: (PSC HiQ Report) In 2009-2010, all staff are 100% HiQ. High quality, embedded professional learning will continue for all staff in 2010-2011 to maintain and support HiQ staff needs.**

2008-2009: The HiQ status improved. All schools have 100% HiQ with the exception of one teacher at Lanier County High. This teacher has a Remediation Plan and will take the GACE in August 2009 to satisfy the requirement.

2007-2008: One teacher (1%) at Lanier County Elementary does not meet HiQ status as defined by NCLB. She is seeking initial certification and is scheduled to take the GACE. Lanier County Middle has one teacher seeking certification through GA TAPP program. She will be teaching a math support class at the middle school level and will not serve as the teacher of record. Two other middle school teachers (6%) will be teaching Social Studies which is outside their field of certification. They will take the GACE test in October to satisfy this requirement. Both teachers are certified in Language Arts. Lanier County High School has three teachers (7%) in need of GACE to become Highly Qualified. These two teachers will take the GACE in October.

- **Highly Qualified Paraprofessional Status: (PSC HiQ Report) In 2009-2010, all paraprofessionals are 100% HiQ.**

2008-2009: All paraprofessionals are 100% HiQ.

2006-2007: A newly hired paraprofessional who began after the school began is scheduled to take the GACE for paraprofessionals. 100% of the paraprofessionals at Lanier County Middle and Lanier County High are Highly Qualified.

- **Teacher Experience: (PSC Equity Technical Assistance Data) **The current Equity Technical Assistance data shows the Average Teaching Experience to be: 12.1% at Lanier County Elementary/Primary School, 10.9% at Lanier County Middle School, and 11.2% at Lanier County High School.****

2007-2008: Equity Technical Assistance data indicates that the average number of years teaching experience at Lanier County Elementary School is 11.4 years, Lanier County Middle School is 10.6 years, and Lanier County High School is 9.7 years.

2006-2007: Equity Technical Assistance (ETA): The average number of years teaching experience based on 63 teachers at Lanier County Elementary School is 13.9 years. Of the 31 teachers reported teaching at Lanier County Middle School, the average number of years teaching experience is 16.8. The average years of teaching experience of the 37 teachers at Lanier County High is 13.3 years.

- **Teacher Training for Diverse Student Needs:** (Survey Data & Professional Learning Data) **In 2009-2010, all staff (certified and non-certified) in the district participating in system and school improvement training in the area of Differentiated Teaching Strategies. Follow-up sessions for all teachers and paraprofessionals focused on the diverse learner and using quality intervention. Training for teachers, support staff and parents on diverse learners will continue in 2010-2011. Classroom modeling exercises and peer observations will be extended during these professional learning activities. Over 90% of the teachers are meeting the diverse needs of students based on CRCT and GHSGT data. Students with identified needs made gains in all areas in 2009-10. Parent communication includes progress reports, individual conferences, phone conferences, school meetings, open house activities, Power School Technology, Weekly Progress Report Folders, class newsletters, school newsletters and parent training activities.**

2008-2009, all teachers in the district participated this year in team level training for Differentiated Learning. Follow up training is planned for 2009-2010.

- **Class Size Rule:** (FTE & Student Record Data) **The Lanier County School System follows the class size rules as mandated by Georgia Department of Education. In addition to the regular program, several intervention reduced class models are in place using the Early Intervention Program (EIP) at Lanier County Primary and Lanier County Elementary. All academic content area classes at the Lanier County Middle and Lanier County High have equivalent class sizes. The Remedial Education Program (REP) at Lanier County Middle and Lanier County High also use reduced class models. The average class size is equal for all academic classes including Advance Placement classes. All demographic groups are enrolled in academic classes, intervention support, and advanced placement.**

- **Retention:** (PSC ETA Report) **Retention rates for teachers in the Lanier County School System have all improved based on their rates from last year. At Lanier County Primary/Elementary School, the retention rate is 93.4% compared with a state rate of 84.8%. The rate at Lanier County Middle School is 91.9% compared with a state rate of 83%, and Lanier County High School has a rate of 74% compared with a state rate of 83.6%. An orientation is provided for all new staff prior to the start of school each year. Mentors are assigned for support during the first and second year of employment. Collaborative mentor/mentee meetings are planned weekly for 2010-2011 to monitor and support their needs. System mentor/mentee support sessions will also continue in 2010-2011 and will be held in the summer, fall, winter and spring. In the small district of Lanier, a number of staff at the middle and high school level live out of the county or at the nearby military base which accounts for some of the movement in personnel.**

2008-2009: The retention rate for teachers at Lanier County Elementary is 83.8% compared with a state rate of 83%, at Lanier County Middle is 73.4% compared with a state rate of 79.4%, at Lanier County High is 61.2% compared with a state rate of 81.5%.

- **Recruitment:** (Employment Records) Recruiting highly qualified staff will continue to be the primary personnel goal. System staff (superintendent, principals, special education director, curriculum/personnel director, and instructional support staff) will continue to attend employment fairs at Valdosta State University and Albany State University in 2010-2011. Working closely with the neighboring colleges and universities with student teacher preparation has enabled the district to secure qualified staff.

III. Equity of Stakeholder Involvement

A. Description of Stakeholders

The Lanier County School System has School Improvement/Leadership Teams at each school and at the system level. All teams consist of district and building level administrators, teachers, parents and community leaders. Regular monthly meetings are held throughout the year to monitor progress made towards the implementation of the CLIP action steps.

B. Assessment of System Needs

School and system teams are involved in all stages of the needs assessment process. Specific meetings are held in the winter and spring to plan, collect, and analyze data used to identify and prioritize current needs for the coming year. The teams review many pieces of data and specifically address all components of equity.

C. Development of Action Plan

After needs are prioritized, school and system teams work together in late spring to develop an action plan using research-based strategies. System needs and the final action plan is communicated to the learning community.

D. Evaluation of Action Plan

Evaluating the current action plan is part of the annual needs assessment process by school and system teams. Program effectiveness studies are used along with surveys, test data, school reports, and equity data to monitor and adjust action steps and strategies in the plan.

IV. Highly Qualified Teacher Equity

A. FY10 Teacher HiQ Percentages – 100% HiQ (All Schools)

The HiQ status continued to improve in FY10 as all schools have 100% Highly Qualified staff. High quality, embedded professional learning will continue to support our HiQ staff in 2010-2011.

FY09 Teacher HiQ Percentages: The HiQ status improved this year with all Title I schools at 100% (Lanier County Elementary School at 100%, Lanier County Middle School at 100%) The Non-Title I HiQ status also improved with Lanier County High School at 95.6%. One teacher in the district was not HiQ. This teacher, located at the high school, will take the GACE in the summer to complete the requirement.

B. FY09 Paraprofessional HiQ Percentages – 100% HiQ (All Schools)

All paraprofessionals in the district are 100% HiQ in FY10. High quality, embedded professional learning will continue for all paraprofessionals in 2010-2011.

FY09 Paraprofessional HiQ Percentages: 100% HiQ at all Title I and non-Title I schools in the Lanier County School System.

C. Remediation Plan (See Attachment B – System Non-HiQ Action Plan)

Non-HiQ policies and procedures are in place for non-HiQ staff, if needed. Currently, all staff in the Lanier County School System are 100% HiQ and no Remediation Plans are necessary for 2010-2011.

Remediation plans are required for all Non-HiQ staff and those holding alternative (provisional) certificates in the district. Plans are developed collaboratively with the teacher, principal and Title II Director as soon as needs occur. Strategies to meet requirements include assignment of mentors, professional learning courses/training, scheduled GACE testing, and enrollment in Alternative Certification Programs. Target dates are listed and monitored by the Title II Director. Signed copies of remediation plans are kept by the teacher, principal and system office.

In addition to a Remediation Plan, Non-HiQ staff will only be offered a Conditional Contract stating 1) the Remediation Plan Requirements for HiQ Certification, 2) the Timeframe, and 3) the Breach of Contract Consequences

D. Monitoring Process (See Attachment B – System Non-HiQ Action Plan)

The Title II Director meets with all staff that are Non-HiQ and those holding alternative (provisional) certificates throughout the year (Pre-Planning, Fall, Winter, Spring and Post-Planning) to monitor their progress toward meeting requirements. Amendments to extend the timeframe of the Remediation Plan require the superintendent's approval. Principals, program coordinators and the superintendent are made aware of progress throughout the year.

In addition, Non-HiQ teachers and paraprofessionals sign a statement at each meeting to document communication about their HiQ Requirements & Current Progress, Timeframe Reminder, and Breach of Contract Consequences Reminder.

E. Support (See Attachment B – System Non-HiQ Action Plan)

As remediation plans are developed, strategies are identified for support. Professional development funding for Non-HiQ is supplied through Title II-A, state Professional Learning, and Title I. Content specific courses/workshops, initial GACE testing, content specific materials/books are provided as support to Non-HiQ staff.

Lanier County Schools, whenever possible, hire only those teachers who meet the Highly Qualified requirements of NCLB. However, being a located in a small rural community, it is sometimes difficult to attract, hire and retain Highly Qualified teachers in certain content areas at the middle and high school levels.

An advantage of being a small district is that the Superintendent of Schools has direct knowledge of all new hires and closely monitors the professional certification of each person recommended for employment. A Certification Clerk uses software to record and maintain all certification and professional learning records for each employee. The Certification Clerk and Title II-A Coordinator keep principals,

leadership teams, and the Superintendent aware of the current status of all HiQ and Non-HiQ staff. The Title II-A Coordinator works closely with the Certification Clerk, Superintendent, and personnel to quickly prepare and execute a plan to get all Non-Highly Qualified personnel into appropriate college classes or registered for appropriate GACE testing. Title II-A funds are allocated to pay for preparation materials and testing registration for personnel not meeting Highly Qualified status.

In addition, Non-HiQ teachers and paraprofessionals are offered free materials, staff support, and professional development that will enable them to secure the Highly Qualified certification.

F. Non-HiQ District Action (See Attachment B – System Non-HiQ Action Plan)

Steps 1 and 2 will be taken by the Lanier County Board of Education if a teacher cannot become HiQ within the timeframe set on Remediation Plan and Contract. *Contract Addendum - Includes statement that specifies that the Contract is Conditional with Specific HiQ Requirements, Timeframe and Breach of Contract Consequences

1. A Highly Qualified Teacher or Highly Qualified Long Term Substitute will be assigned to the current position.
2. (a) Non-HiQ Teacher may be reassigned to another available position, if Highly Qualified in that area and recommended by administrator.
Or
2. (b) Non-HiQ Teacher will be considered in Breach of Contract and will be dismissed.

V. Teacher Equity Experience

A. Experience Plan

Currently, teacher experience equity has not been identified as a need in the Lanier County School System, but the following plan is in place to prevent inequities. The principals of each building are responsible for ensuring experience equity among grade levels and/or content areas. The distribution of teachers based on their years experience, teaching strengths and students' needs are all considered when determining grade level/subject area placement of teachers each school year.

B. Procedure

Student information cards, used by the principal to form classes, will include multi-year teacher experience data to ensure that no student will receive an inexperienced, ineffective teacher two years in a row. Lanier County Middle and Lanier County High have few staff members. In many cases, there may only be one teacher for a grade level and/or content area.

Administrators also evaluate the Equity data from previous years. Currently, the data shows Lanier County falling in the average range for teacher experience equity.

VII. Class Size Equity

A. Class Size Plan

Currently, class size equity is not a need in the Lanier County School System, but the following plan is in place to prevent inequities. Administrators and counselors at each school level monitor and comply with all state regulations regarding class size. Each school has a specific plan, specific to instructional level, to

address class size. Principals are responsible for ensuring students are equitably placed in classes with equal opportunity for all students. The Curriculum Director, Student Services Director, and Superintendent will also monitor class size equity by reviewing each school's proposed class rosters prior to school beginning. FTE data will also be reviewed in October, December and March to monitor equity.

B. Specific Schools

Lanier County Primary School (K-2) is a Schoolwide Title I school. LCPS uses small tutoring and a reduced class model in the Early Intervention Program (EIP) to provide intervention to students. Students are identified for the Early Intervention Program (EIP) and small group tutoring using EIP checklists, benchmark data and CRCT results. Highly qualified teachers are used for EIP and small group tutoring. Students with identified needs made gains on the CRCT in 2010 as a result of these intervention programs.

Lanier County Elementary School (3-5) is a Schoolwide Title I school. LCES provides a reduced class model for Early Intervention. They also provide small group tutoring for students with identified needs. Students found eligible for Early Intervention Program (EIP) are placed in reduced-size classes and are taught by highly qualified teachers. Eligibility is determined by CRCT scores, EIP checklists, and/or teacher recommendation. Students again have shown positive results by having a smaller class size based on 2010 CRCT data.

Lanier County Middle School (6-8) is a Schoolwide Title I school. Small group intervention is provided to students with academic needs based on multiple criteria using CRCT data, benchmark data, and teacher recommendations. Small group supplemental instruction is provided by all highly qualified teachers in the areas of reading, language arts and math.

Lanier County High School (9-12) is a Non-Title I school. Small group intervention and student mentoring is used to serve student needs. Training is provided to improve instruction and focuses on Curriculum Maps, Cultural Diversity, Use of Common Assessments and Data Analysis. Vertical Team Planning sessions will be expanded in 2010-2011. All teachers are now 100% HiQ.

VIII. Meeting Diverse Needs of Students

A. Process: CLASS Key resources, informal and formal observations, lesson plan reviews, self-assessments, benchmark assessment data, and collaborative planning sessions will be used to assess teacher ability to differentiate instruction. Teacher evaluation will include student progress based on test data. Examination of classroom testing data by all sub groups will be used to determine effective instruction and ability to differentiate instruction. Spring 2010 test data was analyzed by grade level, subject, and individually by classroom. Within each classroom, results were analyzed to include sub group progress. Evaluation conferences included summary findings.

B. Professional Learning: Lanier County School System will continue to consult with RESA, GLRS, Valdosta ETC, and private consultants to provide professional learning to all faculty and staff members. Differentiating instruction, co-teaching, standards-based instruction, and common assessments will continue to be the focus during training sessions for 2010-2011. Follow-up training will continue this year. Professional learning sessions are followed-up by school level walk-through observations where administrators, system staff and RESA/GLRS support staff look for evidence of effective strategies being used in classrooms. Teachers and support staff will meet weekly in collaborative planning groups to discuss differentiation strategies and implementation. The Lanier County School System is committed to

meeting the needs of all learners. Cultural Proficiency will be a focus in 2010-2011. A book study will begin Fall 2010.

C. Communication: Over 90% of the teachers are meeting the diverse needs of students based on CRCT and GHSGT data. Students with identified needs made gains in all areas in 2009-10. Parent communication includes progress reports, individual conferences, phone conferences, school meetings, open house activities, Power School Technology, Weekly Progress Report Folders, class newsletters, school newsletters and parent training activities.

IX. Retention of Highly Qualified Teachers

A. Retention Program: As mentioned above in Section II, Lanier County School System provides a New Teacher Orientation and pairs each new certified employee with a mentor for two years. In 2010-2011, we will be expanding our mentoring program to include more training opportunities for the middle and high school levels since these are target areas for retention. Weekly mentor/mentee collaborative planning sessions will be expanded in 2010-2011 to include more time for peer modeling and observations. System support meetings held in the summer, fall, winter, and spring will continue to be used to monitor the needs of mentors and mentees. Additional training opportunities for gifted and special education certification will be offered.

B. Support: Lanier County School System also strives to provide a wealth of on-going professional learning to all staff members. Learning Focused School training has been a major focus for professional learning for Lanier County faculty and staff members. Training in best practices will continue to be provided for staff based on needs. Title II-A, Title VI, state Professional Learning, and Title I funds have been used to pay for courses, tuition, workshops, mentor/mentee stipends, and books for teachers to meet HiQ requirements, earn Gifted Endorsements, and earn specialized subject area certification. Likewise, teachers have had the opportunity to attend training on differentiated instruction, use of technology, curriculum development, and use and development of common assessments.

The needs assessment directly addresses the effectiveness of current professional learning opportunities and assesses the need for other professional learning needs of the faculty and staff. The results are reviewed by School and District Leadership/Improvement Teams. Needs are prioritized and then used to develop action steps for implementation.

X. Recruitment and Placement of Highly Qualified, Effective Teachers

A. System Plans: Lanier County is fortunate to be in close proximity to Valdosta State University, the home to one of Georgia's leading colleges of education. Most of our teachers are graduates of VSU, with a large percentage of them holding graduate degrees and advanced certification. The Superintendent, designated program coordinators, and building level principals attend job fairs at Valdosta State University, Albany State University, and other fairs around the area to recruit teachers to the Lanier County School System. Once hired, all new certified employees are required to attend New Teacher Orientation (NTO). The purpose of NTO is to get new certified employees informed of policies, procedures, and requirements of their employment in the Lanier County School District. This is also the occasion that our new teachers are introduced to their mentor teachers. We also share the vision and mission of the district and key curriculum frameworks from which our district bases all instruction. Our Teacher Mentor Program will be expanded in 2010-2011 to include more opportunities for peer modeling, specialized training, and observations.

B. Support: Title II-A and Title VI funds will be used to further expand the Mentor Program which was very beneficial to new staff in 2009-2010. This program continues to be a key factor in the successful retention of our Highly Qualified employees.

XI. Indicators rated as Inadequate, Minimal, Adequate, or Target

Equity Plan Poor and Minority Student Equity Rubric Ratings	Spring 2009 Ratings	Spring 2010 Ratings Comparison & Summary Statement
A. Inadequate Rating	<p align="center"><u>Spring 2009 Rubric</u> 0 Ratings</p>	<p align="center"><u>Spring 2010 Rubric</u> 0 Ratings</p> <p>Lanier County did not have any inadequate ratings last year or this current year.</p>
B. Minimal Rating	<p align="center"><u>Spring 2009 Rubric</u> (0 Minimal Ratings)</p>	<p align="center"><u>Spring 2010 Rubric</u> (0 Minimal Ratings)</p> <p>Lanier County did not have any inadequate ratings last year or this current year.</p>
C. Adequate Rating	<p align="center"><u>Spring 2009 Rubric</u> (6 Adequate Ratings)</p> <ul style="list-style-type: none"> -Annual Needs Assessment -Equity of Stakeholder Involvement -Highly Qualified Teacher Equity -Teacher Preparation and Ability to Meet Diverse Needs -Teacher Retention of Highly Qualified, Effective Teachers -Recruitment and Placement of Highly Qualified, Effective Teachers 	<p align="center"><u>Spring 2010 Rubric</u> (1 Adequate Rating)</p> <p align="center"><u>-Teacher Preparation and Ability to Meet Diverse Needs</u></p> <p>Lanier County improved in the Adequate Rating area. Last year, we had 6 ratings in this Adequate, and after the Spring 2010 Needs Assessment, we have only 1 rating in this Adequate area.</p>
D. Target	<p align="center"><u>Spring 2009 Rubric</u> (2 Target Ratings)</p> <ul style="list-style-type: none"> -Teacher Experience Equity -Class Size Equity 	<p align="center"><u>Spring 2010 Rubric</u> (7 Target Ratings)</p> <ul style="list-style-type: none"> -Annual Needs Assessment -Equity of Stakeholder Involvement -Highly Qualified Teacher Equity -Teacher Experience Equity -Class Size Equity -Teacher Retention of Highly Qualified, Effective Teachers -Recruitment and Placement of Highly Qualified, Effective Teachers <p>The district improved in the area of Target Rating. The Target goal was reached in 6 of the 7 areas on the Equity Rubric. Five Adequate Ratings were moved to Target Ratings this current year.</p>

XII. Summary of Impact for FY10 Indicator

Summary of Impact

(Reached Target in 5 Adequate Areas on Equity Rubric)

The goal last year was to reach Target on all Equity Indicators in the Adequate area. Action steps were implemented in the Lanier County School System to reach Target and included the following strategies for improvement: Annual Needs Assessment-Implement Tracking Form for Experience Equity, Equity of Stakeholder Involvement-Schedule Leadership Meetings at various times to improve parent participation, Highly Qualified Teacher Equity-Staff Assignment Tracking Form, Teacher Preparation and Diverse Needs-Follow-up Training/Collaborative Planning, Retention of Highly Qualified, Effective Teachers-Expand Mentor Program/Collaborative Meetings, Recruitment and Placement of Highly Qualified, Effective Teachers-Expand Mentor Program/University Collaboration/Communication/Attendance at Job Fairs

The impact of these action steps has improved equity in the Lanier County School System. Target Goals were reached in 5 areas on the Equity Rubric based on Spring 2010 Needs Assessment data. Survey summaries, Test results, PSC data, and Team agenda were used to document improvement in the areas of A)Annual Needs Assessment, B)Equity of Stakeholder Involvement, C) High Qualified Teacher Equity, D)Retention of Highly Qualified, Effective Teachers and E)Recruitment and Placement of Highly Qualified, Effective Teachers. Detailed documentation is listed on the June 11, 2010 Equity Rubric.

XIII. Evidence of Success for the FY10 Indicator

Supporting Data for Reaching Target

Lanier County School System reached Target Goals in 5 areas on the Equity Rubric based on Spring 2010 Needs Assessment data. Survey summaries, Test results, PSC data, and Team agenda were used to document improvement in the areas of A)Annual Needs Assessment, B)Equity of Stakeholder Involvement, C) High Qualified Teacher Equity, D)Retention of Highly Qualified, Effective Teachers and E)Recruitment and Placement of Highly Qualified, Effective Teachers. Detailed documentation is listed on the June 11, 2010 Equity Rubric.

- 100% HiQ All Staff, All Schools
- Made AYP in all Title I Schools (LCPS, LCES, LCMS)
- Maintained State Average Class Size
- Experience Equity Data Improved
- Retention & Recruitment of Highly Qualified, Effective Staff – 100% HiQ
- Implemented Embedded, Quality Differentiated Training for Teachers and Paraprofessionals
- Implemented Quality Training Based on Prioritized List of Needs
- Expanded Mentor Program
- Collaborated with Additional Universities for Teacher Preparation

XIV. Indicator for FY11

Equity Indicator for FY10 Improvement & Action Steps:
(Teacher Preparation and Ability to Meet Diverse Needs of Students)

XV. Action Plan for Indicator in FY11

The Lanier County School System has a plan of action to reach Target in the area of Teacher Preparation and Ability to Meet Diverse Needs of Students for 2010-2011. This area improved, but additional steps are planned to reach the goal of Target Rating. Needs Assessment data (Staff & Parent Surveys, Test Data, PSC Data, Evaluation Reports, Effectiveness Studies, FTE Data) were gathered and a Prioritized List of Needs was compiled by School and System Leadership Teams. Progress is monitored throughout the year to determine needs and action plan adjustments.

Attachment A

Lanier County School System
Prioritized Needs Organized by School Keys
(Needs Assessment Summary Data – Spring 2010)

<p><u>School Key:</u> Curriculum & Planning</p> <p>(NCLB Goal 1, 2, 3)</p> <p><u>Need:</u> Use Needs Assessment Data to Plan for Improvement</p> <p><u>Need:</u> Curriculum Maps for All Core Content Areas are Aligned with GPS Horizontally and Vertically</p>	<p><u>School Key:</u> Standards-Based Instruction</p> <p>(NCLB Goal 1, 2, 3, 4)</p> <p><u>Need:</u> Instruction Aligned to GPS and Adjusted to Meet Diverse Learning Needs of All Students so that all Meet or Exceed State AYP Targets</p>	<p><u>School Key:</u> Assessment of Student Learning</p> <p>(NCLB Goal 1, 2, 3)</p> <p><u>Need:</u> Use formative assessment data consistently to monitor student progress and to adjust instruction to meet students' individual learning needs relative to GPS</p>	<p><u>School Key:</u> Highly Qualified Staff</p> <p>(NCLB Goal 3)</p> <p><u>Need:</u> Provide Quality Instruction to All Students with 100% Highly Qualified Staff</p> <p>(Currently, all schools are 100% HiQ)</p>	<p><u>School Key:</u> Leadership</p> <p>(NCLB Goal 4)</p> <p><u>Need:</u> Coaches, Supervises, and Monitors Curriculum, Assessment, and Instruction</p>	<p><u>School Key:</u> School Culture</p> <p>(NCLB Goal 4)</p> <p><u>Need:</u> Provide support to enhance academic, social, emotional, relational, and professional growth.</p>	<p><u>School Key:</u> Stakeholder Involvement</p> <p>(NCLB Goal 1)</p> <p><u>Need:</u> Involve all stakeholders in the improvement planning process</p>
<p><u>Strategies:</u></p> <ol style="list-style-type: none"> Collect and analyze Needs Assessment data involving all Stakeholders to plan effectively for improvement using surveys, test data, school reports, state data, and AYP reports (Spring/Summer 2010 & Monthly School Impr Team Meetings) Re-align curriculum, assessment, and instruction with GPS in Collaborative Planning Teams throughout the school year. (Summer 2010-11) Examine student work & determine level of mastery of required performance standards by meeting weekly in Collaborative Planning Groups. (Weekly) Systematically plan for student differences with support staff (SpEd, Gifted, ELL, Interv) using research about how diverse learners acquire knowledge and skills. (Weekly) 	<p><u>Strategies:</u></p> <ol style="list-style-type: none"> Use Re-aligned Curriculum Maps to guide and organize instruction around learning and achievement. (Weekly & Ongoing) Progress Monitor to adjust instruction through the school year based upon assessment data, learning gaps, and specific needs. (Ongoing & Benchmark Periods) Use acceleration, differentiation and additional learning opportunities so that all student subgroups have access to learning. Instruction and learning environment will be adjusted to maximize the performance and engagement of students based on diagnostic data. (Ongoing) Set high GPS-aligned learning expectations for all learners and use goal-setting activities to engage students in authentic and standards-driven work (Ongoing) Provide quality research-based supplemental support for student GPS needs using a tutorial model for extra instruction. (Ongoing) 	<p><u>Strategies:</u></p> <ol style="list-style-type: none"> Develop common grade level/subject assessments linked directly to GPS with set mastery levels (Use CRCT, GHSGT & EOCT Data) (Summer 2010 – PL Days, & Summer 2011) Monitor student progress and adjust instruction using GPS-linked common assessments in order to maximize student achievement on GPS (Ongoing) Use diagnostic and formative assessment data in a timely and systematic manner to design and implement appropriate interventions that enable continuous improvement. (Ongoing) Use technology to develop, assess and organize GPS assessment data so that instruction can be adjusted in a timely manner to address learning needs. (Ongoing) 	<p><u>Strategies:</u></p> <ol style="list-style-type: none"> Monitor and provide support for new staff and Alternative Certification Staff for 2 years (Fall/Winter/Spring/Summer Ongoing) Increase retention rate of highly qualified teachers and paraprofessionals by developing a strong support system. (Ongoing) Recruit highly qualified teachers and paraprofessionals. (Ongoing) Use CLASS Keys to align teacher evaluation with student learning expectations. (Fall) Increase the number of teachers with Gifted, Reading, and ESOL Endorsements. (Summer 2010-Summer 2011) 	<p><u>Strategies:</u></p> <ol style="list-style-type: none"> Monitor Curriculum for GPS Alignment and Implementation (Use CRCT, GHSGT, EOCT Data) (Summer/ Ongoing) Review Benchmark Test Data, Class Progress Reports, and Intervention Reports to measure class and grade level student progress (June 2010 & Ongoing) Observe in classrooms daily using CLASS Keys to evaluate instructional effectiveness. (Ongoing) Provide Timely Notification to Parents about Student Progress, AYP, Right to Know Staff Qualifications, HiQ, Choice & Supplemental Services (Summer & Ongoing) 	<p><u>Strategies:</u></p> <ol style="list-style-type: none"> Develop & implement a student incentive plan for learning (Summer 2010) Implement Student Mentoring Program (Summer 2010) Expand Student Council Opportunities (Summer 2011 & Ongoing) Implement Attendance Incentives (Incentive Cards for Lunchroom, Athletic events, School Programs) (Fall 2010 & Ongoing) Expand Clubs for added Participation (Fall 2010 & Ongoing) 	<p><u>Strategies:</u></p> <ol style="list-style-type: none"> Communicate student progress effectively & timely to parents using Classroom & School Newsletters, Meetings, Content Parent Workshops (Weekly, Monthly & Ongoing) Develop a stronger Parent Involvement Program collaboratively with the learning community (Summer 2010 & Ongoing) Increase the number of Parent Training Opportunities to include more content specific support workshops (Fall 2010/ Winter/Spring 2011, Monthly & Ongoing) Expand Parent Resource Room to include more content specific materials for parent check-out (Summer 2010)

	<p>6. Use Smart Board technology in classrooms to enhance learning (Ongoing/Funding Avail.)</p> <p>7. Use scientifically-based violence prevention programs in PK-12 settings. (Ongoing)</p> <p>8. Use Tier of Intervention to monitor student progress & adjust instruction. (Ongoing)</p>	<p>5. Use Depth of Knowledge training to use during instruction and to develop higher quality questions. (Monday Professional Learning 2010-11 & Ongoing)</p>	<p>6. Continue New Staff Orientation Program (Summer 2010)</p> <p>7. Implement strong Mentoring Program for beginning teachers & new staff (Summer & Ongoing)</p> <p>8. Increase the number of staff with specialized certification in math, language arts, science, and special education (Summer 2010 & Ongoing)</p>	<p>5. Monitor and provide support for the professional & instructional needs of staff (HiQ, Instruction) (Ongoing)</p>		
<p><u>Professional Learning:</u></p> <p>Prof. Learning – Collaborative Planning Session: Planning Effectively Using Data (Weekly Planning – Fall 2010/Spring 2011)</p> <p>Prof. Learning – Curriculum Alignment & Instruction (Summer 2010 & Weekly Planning)</p> <p>Prof. Learning – Co-Teaching (Fall 2010 & PL Days)</p> <p>Prof. Learning – Diverse Learners Book Study (Fall 2010 – Winter 2011)</p>	<p><u>Professional Learning:</u></p> <p>Prof. Learning – Depth of Knowledge Training (Monday PL Days 2010-11)</p> <p>Prof. Learning – Differentiation Training (Fall/Winter 2010-11 PL Days)</p> <p>Prof. Learning – CLASS Keys Training (Monthly PL Days 2011)</p> <p>Prof. Learning – Use of Learning Maps: GPS Training (CRCT, GHSGT, EOCT Data Use) (Summer 2010 Fall/Winter/Spring/Summer 2011)</p> <p>Prof. Learning – Smart Board Training (Summer 2010 – PL Days)</p> <p>Prof. Learning – Partnering With Effective High Schools (Fall 2010 & Ongoing)</p> <p>Prof. Learning – Continue Support Staff Training – GPS & Effective Instructional Strategies (Summer 2010 & PL Days)</p>	<p><u>Professional Learning:</u></p> <p>Prof. Learning – Development & Use of Technology for Progress Monitoring (Summer/Fall 2010-2011)</p> <p>Prof Learning – Collaborative Planning Sessions: Developing High Quality Assessments (Weekly – Fall)</p>	<p><u>Professional Learning:</u></p> <p>Prof. Learning – Gifted Endorsement Courses</p> <p>Prof. Learning – Reading Endorsement Courses</p> <p>Prof. Learning – ESOL Endorsement Courses</p> <p>Prof. Learning – Special Education Courses</p> <p>Prof. Learning – Math, Science & Language Arts & Special Education Area Courses</p> <p>Prof. Learning – CLASS Keys</p> <p>Prof. Learning – New Staff Orientation</p> <p>Prof. Learning – Mentor Training</p>	<p><u>Professional Learning:</u></p> <p>Prof. Learning – CLASS Keys Training (Monthly Study)</p>	<p><u>Professional Learning:</u></p> <p>Prof. Learning – Collaborative Planning Sessions: School Culture (Fall 2010)</p>	<p><u>Professional Learning:</u></p> <p>Prof. Learning – Parent Workshops -Content Specific Workshops -Career Development -GPS (Monthly 2010-11 & Ongoing)</p>

FY11 Revised Plan

	<p>Prof. Learning – Contextual Instruction PL Mondays 2010-11 & PL Days)</p> <p>Prof. Learning – Thinkgate Training (Use of Assessments: Develop, Monitor, Analyze, Report) (Summer 2010, Weekly, & Monthly)</p> <p>Prof. Learning – Dev & Use of Writing Curriculum Maps Aligned with GPS: Writers Workshop Writing Traits Book Study (Summer 2010 & PL Mondays)</p> <p>Prof. Learning – Meeting the Needs of Diverse Learners Book Study (PL Days 2010-11 & Monday PL Book Study Days)</p> <p>Prof. Learning – Cultural Proficiency: Book Study (PL Days 2010-11 & Monday PL)</p> <p>Prof. Learning – Touch Math Training (PL Days 2010-11 & Monday PL)</p>					
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Attachment B

**Lanier County School System
System Non-HiQ Action Plan
2010-2011
(If Needed)**

A. Monitoring Process for Non-HiQ

The Title II Director meets with all staff that are Non-HiQ and those holding alternative (provisional) certificates throughout the year (Pre-Planning, Fall, Winter, Spring and Post-Planning) to monitor their progress toward meeting requirements. Amendments to extend the timeframe of the Remediation Plan require the superintendent's approval. Principals, program coordinators and the superintendent are made aware of progress throughout the year.

In addition, Non-HiQ teachers and paraprofessionals sign a statement at each meeting to document communication about their HiQ Requirements & Current Progress, Timeframe Reminder, and Breach of Contract Consequences Reminder.

B. Requirements for Becoming HiQ

1. Sign Conditional Contract that States: a) Specific HiQ Certification Requirements
b) Timeframe for Completion, and c) Consequences/Breach of Contract Specifics
2. Adhere to Remediation Plan: a) Participate in the Development of Plan b) Complete Requirements within Timeframe
3. Participate in Professional Development
4. Meet with Title II-A Director to Monitor Progress: a) Pre-planning, fall, winter, spring, Post-planning, and b) Sign agenda at each meeting

C. Non-HiQ District Action

Steps 1 and 2 will be taken by the Lanier County Board of Education if a teacher cannot become HiQ within the timeframe set on Remediation Plan and Contract. *Contract Addendum - Includes statement that specifies that the Contract is Conditional with Specific HiQ Requirements, Timeframe and Breach of Contract Consequences

1. A Highly Qualified Teacher or Highly Qualified Long Term Substitute will be assigned to the current position.
2. (a) Non-HiQ Teacher may be reassigned to another available position, if Highly Qualified in that area and recommended by administrator.

Or

2. (b) Non-HiQ Teacher will be considered in Breach of Contract and will be dismissed