



# LEA Implementation Plan for

**Lanier**

**FY2011**

Name of System

School Year

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

## **ESEA Performance Goals & Lanier County Annual Measurable Objective(s)**

**ESEA 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.

**1.1 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.**

**ESEA 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.

**2.1 The number of limited English proficient students who DO NOT MEET proficiency in all areas on the CRCT or GHSCT will decrease by 10% annually.**

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

**3.1 All Faculty and Staff in the Lanier County School System will be 100% Highly Qualified. The Lanier County Equity Plan will be used to guide this ongoing process.**

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

**4.1 The number of disruptive and violent incidents in Lanier County Schools will be reduced by 3%.**

**4.2 The percentage of students reporting substance abuse in Lanier County Schools will be reduced by 3%.**

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

**5.1 Lanier County High School Graduation Rate will meet or exceed AYP targets each year.**

## **IDEA Performance Goals & Lanier County Annual Measurable Objective(s)**

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

**Lanier County Schools will decrease the percentage for students with disabilities who drop out of school.**

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

**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.**

**2.6 Lanier County Schools will increase the percentage of time young children with disabilities spend in natural environments with typically developing peers.**

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

**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.**

**3.10 Lanier County Schools will increase the performance of students with disabilities on statewide assessments when given appropriate accommodations.**

**3.12 Lanier County Schools will decrease the disproportionate representation of students with disabilities due to inappropriate policies, procedures, and practices.**

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

**4.14 Lanier County Schools will correct all identified noncompliance as soon as possible, but no later than one year from identification.**

**4.16 Reports are submitted in a timely manner as required by the State Department.**



# LEA Implementation Plan for

**Lanier**

**FY2011**

Name of System

School Year

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

**ESEA 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.

**ESEA 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.

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

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

**ESEA 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 Objectives: 1:1 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 the 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.
- The percentage of students in Lanier 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.
- The percentage of students in Lanier meeting/exceeding AYP will meet Georgia AYP ELA targets or will improve annually at a rate which causes 100% to meet targets by 2014.
- The percentage of students in Lanier meeting/exceeding AYP will meet Georgia AYP MATHEMATICS targets or will improve annually at a rate which causes 100% to meet targets by 2014.
- Students in Lanier will meet/exceed Georgia SCIENCE percentages annually or will improve at an annual rate of 5%, whichever is greater.
- Students in Lanier will meet/exceed Georgia SOCIAL STUDIES percentages annually or will improve at an annual rate of 5%, whichever is greater.
- Students in Lanier will meet/exceed Georgia WRITING percentages annually or will improve at an annual rate of 5%, whichever is greater.
- Lanier SAT scores will meet or exceed Georgia SAT scores each year or improve 5% annually, whichever is greater.
- The percentage of students in Lanier COMPLETING HIGH SCHOOL will meet or exceed Georgia AYP targets or will improve at an annual rate of 5% each year, whichever is greater.
- Lanier County schools will meet SECONDARY AYP targets each year.

\*\*See Pages 2-8

Performance Goal	Actions/Strategies/ Interventions or Programs	GSSP Standard	ESEA 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)
ESEA 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  (Cost: Support Personnel & Substitutes)  <u>Funding:</u> Local, State, Title I, Title II, Title VI, School Improvement)  - GLRS Consultants (Cost: None)  -School Imp. Consultants (Cost: \$10,000)	-Special Education Director  -Building Level Administrators  -System Support Staff  -RESA Consultants  -School Imp. Consultant	Fall 2006-Summer 2011	-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, GHSGT, EOCT (See Table 1 Lanier County Student Achievement Targets 2007-2011)  -Results of Writing Tests  -Results of benchmark assessments  -Compare State Test Results with Benchmark Scores, System Grades, Intervention Progress

Performance Goal	Actions/Strategies/ Interventions or Programs	GSSP Standard	ESEA 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)
ESEA 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.	<p><b>•All teachers will use differentiation effectively to adjust content, process, product, and learning environment based on instructional needs of students.</b></p> <p>-Systematically plan for student differences using Needs Assessment Data with Support Staff</p> <p>-Progress Monitor Throughout School Year to Adjust Instruction Based Student Needs (Common Assessments, Benchmark Data, Other Needs Assessment Data)</p> <p>-Set High GPS-Aligned Learning Expectations for ALL Learners and Use Goal-Setting Activities to Engage ALL Students</p>	<b>Instruction:</b> (Standard 2)	1	1,2	<p>PL: Meeting the Needs of the Diverse Learner/ Cultural Proficiency</p> <p>-PL: Differentiation Training &amp; Follow-Up Support</p> <p>-PL: Monday Collaborative Planning – Differentiated Instruction (Regular &amp; Support Staff)</p> <p>-PL: Contextual Instruction</p>	<p>-RESA Consultants (Cost: None)</p> <p>-Training Stipends (Cost: \$30,000 Funding: Local, State, Title I, II, VI-B, School Imp, ARRA, Prof. Dev, SpEd)</p> <p>-School Impr Consultants (Cost: \$20,000 Funding: School Improvement, Title I, II, VI-B, ARRA, SpEd, Title II-D)</p> <p>-Training Materials (Cost: \$5,000 Funding: Title I, Title II, Title VI, School Improvement)</p>	<p>-Building &amp; District Administration</p> <p>-Special Ed. Director</p> <p>-System Support Staff</p> <p>-School Imp. Consultants</p> <p>-3 Intervention Data Clerks – (upload data &amp; distribute)</p>	Fall 2009-Summer 2011	<p>-Awareness Walks</p> <p>-Observations</p> <p>-Student Progress</p>	<p>-Benchmark Assessment Data</p> <p>-Lesson Plans</p> <p>-ThinkGate Data Monitoring System</p>	<p>-Improved Student Achievement: Results of Test Data-CRCT, GHST, EOCT</p> <p>-Benchmark Assessment Data</p> <p>-Dibels</p> <p>-STEEP</p> <p>-High School Predictor Assessments</p>

Performance Goal	Actions/Strategies/ Interventions or Programs	GSSP Standard	ESEA 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)
ESEA 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.	<p><b>• Continue to implement Pyramid of Interventions.</b></p> <p>Implement safety nets in all schools for students who need additional instructional time.</p> <p>-Use Benchmark &amp; State Test Data to Identify &amp; Monitor Intervention Needs &amp; Progress</p> <p>-Establish Reading/LA &amp; Math Intervention Support Classes (all levels)</p> <p>-Use Research-Based Materials/Resources for Intervention</p> <p>*Read Naturally</p> <p>*Touch Math</p> <p>*LIPS</p> <p>*Supplemental Phonics, Writing, Reading and Math Materials for Intervention</p> <p>-Transition Activities are provide:</p> <p>*Pre-K to K</p> <p>*Primary to Elementary</p> <p>*Elementary to Middle</p> <p>*Middle to High School</p> <p>*High School to Career</p>	<b>Assessment:</b> (Standard 3)	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>-PL: Intervention Embedded PL Workshops/Training Activities)</p> <p>-PL: Scheduling Effective Intervention</p> <p>-PL: LIPS</p>	<p>-Student Data</p> <p>- Staff for after-school &amp; summer (Cost: \$25,000 Funding: Local, State, School Improvement)</p> <p>-Supplemental Materials (I-Pass, STEEP, Dibels, Thinkgate, Study Island, Supplemental Phonics, Number Worlds, LIPS) (Cost:\$40,000 Funding: Title I, Title VI, SPED, ARRA, Sch Imp)</p> <p>-Intervention Classes/Staff (Teachers, Paraprofessionals, Instructional Support) (Cost:\$580,000 Funding: Local, State, Title I, Title II, ARRA, Local)</p> <p>-PL: Intervention (Cost: \$30,000 Funding: School Imp, Title I, Title II, Title VI,ARRA, Local, State)</p> <p>-Homeless Support (Cost: \$2,000 Funding: Title I, Local, State)</p>	<p>-Building &amp; District Administration</p> <p>-Faculty and Staff</p> <p>-Homeless Liaison</p> <p>-Counselors MS &amp; HS</p> <p>-Intervention Support Staff</p>	Oct 2006-Summer 2011	<p>-Student Assessments:</p> <p>(Weekly Common Assessments, Quarterly Benchmark Assessments, Annual State Tests, Weekly/Monthly Intervention Assessments, Semi-Annual Dibels &amp; STEEP Intervention Assessments)</p> <p>-Progress monitoring reports</p> <p>-Contact hour logs</p> <p>-Teacher reports</p> <p>-Homeless Reports</p> <p>-Report Card Progress</p>	<p>-Intervention program rosters</p> <p>-Student work</p> <p>-Home Visits</p> <p>-ThinkGate Data Monitoring System Reports</p> <p>-Dibels Data</p> <p>-STEEP Data</p> <p>-Lesson Plans</p> <p>-Classroom Observations</p>	<p>-Student mastery of standards</p> <p>-Improved Results on Benchmark Assessments</p> <p>-Improved Student Achievement: Results of Test Data-CRCT, GH SCT, EOCT</p> <p>-Improved Results on Dibels &amp; STEEP</p>

Performance Goal	Actions/Strategies/ Interventions or Programs	GSSP Standard	ESEA 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)
ESEA 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.	<p><b>•Develop &amp; Use GPS-Aligned Common Assessments &amp; Benchmarks in all Content Areas to Identify Needs, Monitor Progress and Adjust Instruction</b></p> <p>-Use technology to develop assessments, assess students, and analyze student test data</p> <p>-Use GPS-aligned assessments to identify instructional gaps/intervention/tutorial needs</p> <p>-Provide Weekly Collaborative Planning Sessions for Staff: Training, Assessment Development, &amp; Progress Monitoring</p> <p>-Use School Impr Data Clerks to assist with collecting, analyzing, and reporting test data and student progress for intervention needs</p> <p>-Provide Professional Learning for Staff on Common Assessments/Benchmarks</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: ThinkGate training for all instructional staff</p> <p>-PL: Monday Collaborative Planning - Developing High Quality Standards-Based Assessments</p> <p>-PL: Depth of Knowledge Training</p> <p>-PL: School Improvement Data Clerk Training *Use of Technology/Test Data to Monitor Student Progress</p> <p>PL: Using Data to Adjust Instruction and Provide Intervention</p>	<p>-Student Assessment Materials (Cost: \$15,000-Thinkgate, \$15,000 – Coach Books, Support Workbooks \$3,000 – Dibels, STEEP <b>Funding:</b> Local, State, Title I, Title VI, School Imp, ARRA)</p> <p>- Materials for Data Analysis (Cost: \$4,000 Data Span, <b>Funding:</b> Title I)</p> <p>-3 School Improvement Data Clerks (Cost: \$100,000 <b>Funding:</b> Title I)</p> <p>-Consultants: Training, Assist in Assess Development, Diverse Assess Needs (Cost: \$40,000 Funding: Title I, School, Title II, Title VI, School Improvement, ARRA, State, Local)</p> <p>-RESA Consultants: (Cost: None)</p>	<p>-Principals</p> <p>-Intervention Staff</p> <p>-System Staff</p> <p>-Consultants (School Imp &amp; RESA)</p>	Fall 2007-Summer 2011	<p>-Student Assessments:  (Weekly Common Assessments, Quarterly Benchmark Assessments, Annual State Tests, Weekly/Monthly Intervention Assessments, Semi-Annual Dibels &amp; STEEP Intervention Assessments)</p> <p>-Student work</p> <p>-Lesson Plans/Learning Maps</p> <p>-Intervention Plans</p> <p>-Dibels</p> <p>-STEEP</p>	<p>-Unit plans</p> <p>-Focused walkthroughs</p> <p>-Lesson Plans/Learning Maps</p> <p>-Common Assessments</p> <p>-Benchmark Assessments</p>	<p>-Student mastery of standards</p> <p>-Benchmark Assessments</p> <p>-Improved Student Achievement: Results of Test Data-CRCT, GHST, EOCT</p> <p>-Improved Results on : Dibels, STEEP</p>

Performance Goal	Actions/Strategies/ Interventions or Programs	GSSP Standard	ESEA 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)
ESEA 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.	<p><b>•Continue to Use Research- Based Best Practices for School Improvement:</b></p> <p>Curriculum Assessment Instruction Planning &amp; Organization Family Engagement Professional Learning Leadership School Culture</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 Learning Maps &amp; Assessments</p> <p>-PL: Effective Intervention &amp; Monitoring Progress</p> <p>-PL: Smart Board Training &amp; Instructional Strategies</p> <p>-PL:Grade Level/Area Writing Workshops</p> <p>-PL:Monday Collaborative Training/Book Study *Writing Strategies *Common Assessments *Standards-Based Learning *Differentiation *Curriculum Map/Learning Map</p> <p>PL: Partnering With Effective High Schools</p> <p>RESA Consultants: Content Area Training</p> <p>Consultants: Curric &amp; Assessment , Technology, Diverse Learners, Content</p>	<p>-Collaborative Planning (Cost: None)</p> <p>- Training Materials (Cost: \$10,000 Funding: Local, Title II)</p> <p>-Funds for Training Fees, PL Travel, PL Stipends for Summer/Off-Contract Training (Cost: \$70,000- Funding: QBE Professional Learning, Title I, Title II, Title VI-B, Sch. Imp, Title II-D)</p> <p>-Instructional Support, Tutors for Students (Cost: \$150,000 Funding: Local, State, Title I, Title VI-B, Sp Ed, School Improvement, ARRA)</p> <p>-Consultants: (Cost: \$50,000 Funding: Title II, Title VI, School Improvement, ARRA, Title I, Title II-D, Sp Ed, Local, State)</p> <p>-RESA Consultants(Cost – None)</p>	<p>-Building &amp; District Administrators</p> <p>-Faculty</p> <p>-Instructional Support Staff</p> <p>-Intervention Support Staff</p> <p>-School Imp Data Clerks</p>	Fall 2006-Summer 2011	<p>-Instructional Walk-throughs</p> <p>-Teacher Conferences</p> <p>-Observations</p> <p>-Student Assessments:</p> <p>(Weekly Common Assessments, Quarterly Benchmark Assessments, Annual State Tests, Weekly/Monthly Intervention Assessments, Semi-Annual Dibels &amp; STEEP Intervention Assessments)</p> <p>-Student work</p> <p>-Lesson Plans/Learning Maps</p> <p>-Intervention Plans</p> <p>-Dibels</p> <p>-STEEP</p>	<p>-Data from Instructional Walk-throughs</p> <p>-Observations</p> <p>-Lesson Plans/Learning Maps</p> <p>-PL Evaluations</p>	<p>-Student mastery of standards</p> <p>-Improved Student Achievement: Results of Test Data-CRCT, GH SCT, EOCT</p> <p>- Improved results on Benchmark tests (Fall-Winter-Spring)</p>

Performance Goal	Actions/Strategies/ Interventions or Programs	GSSP Standard	ESEA 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)
ESEA 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.	<p><b>•Continue to Use Technology &amp; Best Practices to Support Instruction</b></p> <p>-Use Technology to Identify Needs and Adjust Instruction</p> <p>-Use Technology to Develop Common Assessments and Benchmarks that are GPS-Aligned</p> <p>-Use Smart Board Technology for Instruction</p> <p>-Assess Students Using Technology</p> <p>-Use School Improvement Data Clerks to input Student Test Data and Run Analysis Reports</p>	<p><b>Curriculum</b> (Standard 1)</p> <p><b>Instruction</b> (Standard 1)</p> <p><b>Assessment</b> (Standard 1)</p>	1		<p>-PL: ETC- Professional Learning on Smart Boards</p> <p>-PL: Using Technology to Progress Monitor</p> <p>PL: ThinkGate Training: Create Assessments, Student Use of Assessments, Analyze Data</p>	<p>-ETC Consultants (Cost: \$10,000 <u>Funding:</u> Title II-D, ARRA, Title I)</p> <p>-RESA Consultants (Cost: None)</p> <p>-Expendable Equipment: Smart Boards, Replacement Bulbs, Projectors, Printers: (Cost: \$20,000 <u>Funding:</u> Local, State, Title I, Title VI B, School Improvement, ARRA, Title II)</p>	<p>-Building &amp; District Administrators</p> <p>-Instructional Support Staff</p> <p>-Technology Director</p> <p>-School Improvement Data Clerks</p>	Fall 2006-Summer 2011	<p>-Admin. walk-throughs</p> <p>-Lesson Plans</p> <p>-Portfolio content</p> <p>-Technology Plan Walk-Throughs</p>	<p>-Portfolios</p> <p>-Student work</p> <p>-Teacher reflections</p> <p>-PL Evaluation</p>	<p>-Improved Results from CRCT, GHSGT, EOCT</p> <p>- Improved results on Benchmark tests (Fall-Winter-Spring)</p> <p>-Student mastery of standards</p>

Performance Goal	Actions/Strategies/Interventions or Programs	GSSP Standard	ESEA 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)
ESEA 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.	<p><b>•Continue to Align Curriculum, Assessment, and Instruction with State Standards</b></p> <p>-Examine student work and determine level of mastery for required performance standards during collaborative team meetings</p> <p>-Continue development &amp; review of Georgia Performance Standards (GPS) Units &amp; Aligned Learning Maps</p> <p>-Integrate state curriculum that targets student performance and application skills</p> <p>-Create Common GPS-Linked Assessments &amp; Benchmarks</p> <p>-Provide Embedded Professional Learning for Staff</p> <p>*Curriculum Mapping and Common Assessments</p> <p>*Standards-Based Writing, Reading, LA, Math, Science, Social Studies, Intervention</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 GPS-Alignment Training</p> <p>-PL: Development &amp; Use of GPS-Aligned Common Assessments/Benchmarks</p> <p>-PL: GPS Review</p> <p>-PL: Monday Collaborative Training &amp; Planning</p> <p>*Standards-Based Writing, Reading, Math, Social Studies, Science, Language Arts &amp; Intervention Support</p>	<p>-Time for common planning and unit writing (Cost: None)</p> <p>-PL Days for Training (Cost: \$10,000 for Consultants</p> <p><b>Funding:</b> State PL, Title II, Title I, Title VI, School Impr, ARRA, Local)</p> <p>-Training Fees, PL Travel, Training Stipends for Staff Summer/Off Contract Days (Cost: \$50,000</p> <p><b>Funding:</b> Local, State, Title I, II, VI, ARRA, School Improvement)</p>	<p>-Building Level Administrators</p> <p>-Teachers</p> <p>-Instructional Supervisors</p> <p>-RESA Consultants</p> <p>-School Imp. Consultants</p> <p>-Curriculum Support</p>	Fall 2006-Summer 2011	<p>-Administrative evaluations and walk-throughs</p> <p>-Staff Collaborative Planning &amp; Review of:</p> <p>*Lesson Plans/Learning Maps</p> <p>*Common Assessments</p> <p>*Benchmark Assessments</p> <p>*Student Progress Data</p> <p>-Administrative Review of:</p> <p>*Lesson Plans/Learning Maps</p> <p>*Common Assessments</p> <p>*Benchmark Assessments</p> <p>*Student Progress Data</p>	<p>-Unit Plans/Lesson Plans</p> <p>-Evaluations</p> <p>-Learning Maps/Pacing Guides</p> <p>-Curriculum guides</p> <p>-Common assessments</p>	<p>-Improved Results from CRCT, GHS GT, EOCT</p> <p>- Improved results on Benchmark tests (Fall-Winter-Spring)</p>



# LEA Implementation Plan for

**Lanier**

**FY2011**

Name of System

School Year

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

**ESEA 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.

**ESEA 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.

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

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

**ESEA 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 Objectives: 2:1 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.**

**\*\*See Page 10**

Performance Goal	Actions/Strategies/Interventions or Programs	GSSP Standard	ESEA 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)
<p><b>ESEA 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.</p>	<p><b>•Continue Support Programs Including Differentiation and Co-Teaching.</b></p>	<p><b>Assessment</b> (Standard 1)</p> <p><b>Instruction</b> (Standard 1)</p> <p><b>Curriculum</b> (Standard 1)</p>	2		<p>-PL: Use of Collaborative Planning</p> <p>-PL: Differ Inst</p> <p>-PL: Co-Teaching &amp; Collaboration</p> <p>-PL: ESOL &amp; Migrant Training</p>	<p>-Collab time</p> <p>-RESA (Cost: None)</p> <p>-ESOL &amp; Migrant Training Fees, Stipends for Summer/Off-Contract Days (Cost: \$10,000- <u>Funding:</u> QBE Migrant Education)</p>	<p>-Building/ District Level Administrators</p> <p>-ESOL and regular education teachers</p>	Fall 2006-Summer 2011	<p>-Language Assessment Battery (LAB)</p> <p>-Student Progress</p>	<p>-Student work/ Portfolios</p> <p>-Benchmark Assess.</p> <p>-IEP Reviews</p>	<p>-Results from local, state and national assessments: *CRCT *GHS GT *EOCT *Writing Assess *Benchmarks *Common Assessments (See Table 1 Lanier County Student Achievement Targets 2007-2011)</p> <p>-Results from LAB</p>



# LEA Implementation Plan for

**Lanier**

**FY2011**

Name of System

School Year

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

**ESEA 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.

**ESEA 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.

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

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

**ESEA 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 Objectives: 3:1 Maintain 100% Highly Qualified faculty and staff at all schools.**

**\*The Lanier County Equity Plan will be used to guide this ongoing process.**

**\*Remediation plans are required for support for all Non-HiQ & Non-Renewable Non-Professional Certificate teachers and paraprofessionals.**

Lanier County Primary School  
Lanier County Elementary School  
Lanier County Middle School  
Lanier County High School

**\*\*See Pages 12-15**

Performance Goal	Actions/Strategies/ Interventions or Programs	GSSP Standard	ESEA 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)
<p><b>ESEA Performance Goal 3:</b> All students will be taught by highly qualified teachers.</p>	<p>•<b>Increase the Number of Teachers holding Reading Endorsement, ESOL Endorsement, Special Education, Gifted Endorsement and/or AP Endorsement</b></p> <p>-Offer Incentives for Completing Courses for Certification in Gifted, Reading, Special Education, Mentor, and Special Content Areas</p> <p>-Provide Planning, Support, and Timeline Guidance for Alternative Certification Needs (Schedule at least 5 Face to Face System Support Meetings to Plan and Track Progress)</p>	<p><b>Professional Learning</b> (Standard 3)</p>	3		<p>-PL: Gifted/AP Courses, Reading Courses, ESOL, Special Education Courses (RESA)</p> <p>-PL: Alternative Certification Support Meetings</p>	<p>-Stipends /Registration Fees/Book Fees (Cost: \$50,000 Funding: Title II, Title VI, Local, State, Special Education)</p>	<p>-Professional Learning Coordinator</p> <p>-Building Administrator</p>	<p>Fall 2006-Summer 2011</p>	<p>-Teacher Certification status and assignments</p> <p>-Observation of Strategies in Classroom</p>	<p>-School level teacher assignment charts and teacher certificates</p> <p>-Walk-through Notes</p> <p>-Observation Records</p>	<p>-Results from local, state and national assessments: *CRCT *GHS GT *EOCT *Writing Assess *Benchmarks *Common Assessments (See Table 1 Lanier County Student Achievement Targets 2007-2011)</p>

Performance Goal	Actions/Strategies/Interventions or Programs	GSSP Standard	ESEA 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)
<p><b>CLB Performance Goal 3:</b> All students will be taught by highly qualified teachers.</p>	<p><b>●Increase Recruitment and Retention of Highly Qualified Teachers and Paraprofessionals</b></p> <p>-Provide New Staff Orientation</p> <p>-Provide a Mentor for New Teachers</p> <p>-Attend Recruitment Fairs *Valdosta State University *Albany State University</p> <p>-Advertise Employment Openings *Universities, Colleges *Teachgeorgia.org *Lanier News *Lanier County Website</p> <p>-Provide Quality Embedded Professional Learning &amp; Content Support</p> <p><b>●Support Non-HiQ &amp; Non-Renewable Non-Professional Certificate Staff in becoming Highly Qualified by requiring Remediation Plans</b></p> <p>-Provide Non-HiQ &amp; Non-Renewable Non-Professional Certificate Staff with support on HiQ Requirements, Timeline, Remediation Plan, Non-HiQ Action Plan, Contract Addendum (Remediation Plan &amp; Timeline)</p>	<p><b>Professional Learning</b> (Standard 3)</p>	3		<p>-PL: Salary Study (Purchased Services)</p> <p>-PL: New Employee Orientation</p> <p>-PL: Embedded Content-Area Support &amp; Training</p> <p>-PL: Provide Training /Support for Gifted, Mentor, Special Education, Need Area Field Certification</p> <p>-PL: Content Support for Non-HiQ</p> <p>-System Support: Remediation Plan Meetings (Ongoing)</p>	<p>-Funding for District/Building level Administrators to attend job fairs (Cost: \$1,000 Funding: Title II)</p> <p>-Local funds to support increased local supplements (Cost: Funding: Local)</p> <p>-New Teacher Orientation Program Materials &amp; Stipends (Cost: \$7,000 Funding: Title II)</p> <p>-Mentor Stipends – (Cost: \$10,000 Funding: Title II, Title VI)</p> <p>-Cost of Training: *Gifted Courses *Reading Courses *Mentor Courses *Exceptional Child Courses *Content Area Support Courses (Cost: \$50,000 Funding: Title II, Title VI)</p>	<p>-Superintendent</p> <p>-Personnel/Title II Director</p> <p>-Building level Administrators and/or designee</p>	<p>Fall 2006-Summer 2011</p>	<p>-Teacher certification status and assignments</p> <p>-Attendance at job fairs</p> <p>-Revised Local Supplement Scale</p> <p>-Surveys</p> <p>-Remediation Plan Progress</p> <p>-Certificate Checks</p>	<p>-School level teacher/ paraprofessional assignment charts and certificates</p> <p>-Log of attendance at job fairs</p> <p>-Mentor Logs</p> <p>-Observations</p> <p>-Remediation Plans</p> <p>-Clear Renewable Certificates</p>	<p>-Results from local, state and national assessments: *CRCT *GHS GT *EOCT *Writing Assess *Benchmarks *Common Assessments (See Table 1 Lanier County Student Achievement Targets 2007-2011)</p>

Performance Goal	Actions/Strategies/Interventions or Programs	GSSP Standard	ESEA 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)
<p><b>ESEA Performance Goal 3:</b> All students will be taught by highly qualified teachers.</p>	<p><b>•Continue Mentoring Program for New Teachers &amp; Non-HiQ Staff</b></p> <p>-Provide a Mentor for Each New Teacher/ Non-HiQ Staff Member</p> <p>-Weekly Collaborative Planning Sessions are provided. (Mentor/Mentee)</p> <p>-Quarterly System Support Meetings are Scheduled. (Mentors/Mentees/Consultants)</p> <p>-Time Provided for Classroom Observations &amp; Training</p> <p>-Consultants Provided for Content Support</p> <p>-Provide Support for Non-HiQ Staff</p> <p>*Remediation Plans</p> <p>*Individual Meetings With Mentor</p> <p>*System Remediation Plan Progress Meetings</p>	<p><b>School Culture</b> (Standards 1)</p>	3		<p>-PL: Training for Mentor Teachers</p> <p>-PL: Weekly Mentor/ Mentee meetings</p> <p>-RESA Consultants (Content Support)</p> <p>-PL: Classroom Observations and Follow-up</p> <p>-PL: System Support Meetings</p>	<p>-Materials for mentor training (Cost: \$1,000- Funding: local, Title II &amp; Title VI)</p> <p>-Stipends for Mentor Support &amp; Mentee Training (Cost: \$10,000 Funding: Title II &amp; Title VI)</p> <p>-Content Support Materials (Cost: \$5,000 Funding: Local, State, Title II, Title VI, Title I)</p>	<p>-Superintendent</p> <p>-Building level Administrators and/or designee</p> <p>-Title II Director</p>	<p>Fall 2006-Summer 2011</p>	<p>-Completion of Mentor Training</p> <p>-Completion of Mentor Program</p> <p>-Retention of High Quality Teachers</p> <p>-Remediation Plan Progress</p> <p>-Certificate Checks</p>	<p>-Certificate documentation</p> <p>-Staff List</p> <p>-Remediation Plans</p>	<p>-Results from local, state and national assessments:</p> <p>*CRCT</p> <p>*GHS GT</p> <p>*EOCT</p> <p>*Writing Assess</p> <p>*Benchmarks</p> <p>*Common Assessments (See Table 1 Lanier County Student Achievement Targets 2007-2011)</p>

Performance Goal	Actions/Strategies/Interventions or Programs	GSSP Standard	ESEA 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)
<p><b>ESEA Performance Goal 3:</b> All students will be taught by highly qualified teachers.</p>	<p><b>•Continue to Survey All Faculties Regarding Implementation of Georgia Professional Learning Standards</b></p> <p>- Leadership Teams will continue to guide the Survey Process. Teams include the following stakeholders: Teachers, Support Staff, Administration, System Support, Parents, Community</p> <p>-Annually Survey Teachers, Paraprofessionals, Support Staff, Parents, Administration, and Community Members and Use Results to Plan Professional Learning.</p> <p>-Professional Learning Activities are Evaluated After Each PL Activity by Participants. Results Used to Strengthen Instruction/PL Program.</p> <p>-Use Survey Results to Prioritize Needs and Plan Professional Learning Activities.</p>	<p><b>Professional Learning</b> (Standard 3)</p>	3			<p>-Develop &amp; Print Local Surveys</p> <p>-Postage for Parent &amp; Community Surveys (Cost:\$1000 Funding: Title II, Title VI)</p>	<p>-Building Level Administrators</p> <p>-Professional Learning Director</p> <p>-Parent Involvement Coordinator</p>	<p>Fall 2006-Summer 2011</p>	<p>-Summary of Needs by: *Teachers *Support Staff *Parapros *Parents *Community *Admin</p>	<p>Prioritized List of Professional Learning Needs</p>	<p>-Results from local, state and national assessments: *CRCT *GHS GT *EOCT *Writing Assess *Benchmarks *Common Assessments (See Table 1 Lanier County Student Achievement Targets 2007-2011)</p>



# LEA Implementation Plan for

**Lanier**

**FY2011**

Name of System

School Year

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

**ESEA 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.

**ESEA 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.

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

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

**ESEA 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 Objectives: 4:1 The number of disruptive and violent incidents in Lanier County Schools will be reduced by 3%.**

**4:2 The percentage of students reporting substance abuse in Lanier County Schools will be reduced by 3%.**

**\*\*See Pages 17-18**

Performance Goal	Actions/Strategies/Interventions or Programs	GSSP Standard	ESEA 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)
ESEA 4	<b>•Continue implementation of a research-based violence prevention program K-12</b>	<b>School Culture</b> (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: Local, Title I, Title VI, Title IV)	-Special Program Director  -School Guidance Counselors  -School Social Worker	Fall 2006-Summer 2011	-Second Step Survey  -Georgia Student Health Survey & Record Reports	Discipline Referrals	Reduction of disruptive, drug-related, weapons related, and sexual harassment incidents
<b>ESEA Performance Goal 4:</b> All students will be educated in learning environments that are safe, drug free, and conducive to learning.	<b>•Continue implementation of health and personal safety curriculum K-12</b>	<b>School Culture</b> (Standard 1)	4		-PL: Updates for staff	-Second Step  -Good Touch Bad Touch (Cost: \$500 Funding: Local, Title I, Title IV)	-Building level principals  -Guidance Counselors	Fall 2006-Summer 2011	Yearly Personnel evaluation	-Survey results  -Safety Officer Records	Reduction of disruptive, drug-related, weapons related, and sexual harassment incidents
<b>ESEA Performance Goal 4:</b> All students will be educated in learning environments that are safe, drug free, and conducive to learning.	<b>•Update and Monitor System and School Safety Plan</b>	<b>Leadership</b> (Standard 2)  <b>Planning and Organization</b> (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: Local, Title I, Title IV)  -Consultants from GEMA and other law enforcement personnel	-Public Safety Officer  -Building level Administrator and/or designee	Fall 2006-Summer 2011	-Mock Drills  -Debriefing following drills	-Safety Plan and records from debriefing  -Surveys  -Implementation checklist	Georgia Student Health Survey results

Performance Goal	Actions/Strategies/Interventions or Programs	GSSP Standard	ESEA 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)
ESEA Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.	<ul style="list-style-type: none"> <li>•Continue special programs to promote Drug Prevention Education</li> </ul>	<p><b>Leadership</b> (Standard 2)</p> <p><b>Planning and Organization</b> (Standard 4 a)</p>	4		-PL: In-house redelivery of program goals and implementation strategies	-Red Ribbon Week supplies (Cost: \$ 2,000 <u>Funding:</u> Local, Title IV)	Special Program Director	Fall 2006- Summer 2011	Georgia Student Health Survey	-Red Ribbon Week Brochures or Flyers  -Red Ribbon Week activities list	Georgia Student Health Survey results



# LEA Implementation Plan for

**Lanier**

**FY2011**

Name of System

School Year

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

**ESEA 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.

**ESEA 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.

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

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

**ESEA 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: 5:1 High School Graduation Rate will meet or exceed AYP targets each year.**

**\*\*See Pages 20-25**

Performance Goal	Actions/Strategies/Interventions or Programs	GSSP Standard	ESEA 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)
ESEA 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 2011	-Georgia Report Card  -Graduation Rate  -Drop-out Rate	-SST Meeting Minutes  -Graduation Plans  -Attendance Reports  -Student Records	-Graduation Rate  -Drop-out Rate  -Results from local, state and national assessments: *GHS GT *EOCT *Writing Assess *Benchmarks *Common Assessments (See Table 1 Lanier County Student Achievement Targets 2007-2011)

Performance Goal	Actions/Strategies/Interventions or Programs	GSSP Standard	ESEA 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)
ESEA Performance Goal 5: All students will graduate from high school.	<b>•Develop a High School Career Planning /Student Mentor Program</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  -School Staff	Fall 2006-Summer 2011	-Student logs	-Individual Career Plans  -Program of Study	-Graduation Rate  -Drop-out Rate  -Results from local, state and national assessments: *GHS GT *EOCT *Writing Assess *Benchmarks *Common Assessments (See Table 1 Lanier County Student Achievement Targets 2007-2011)

Performance Goal	Actions/Strategies/Interventions or Programs	GSSP Standard	ESEA 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)
ESEA Performance Goal 5: All students will graduate from high school.	<b>•Develop and implement a High School Advisement System</b>	<b>School Culture</b> (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  -School Staff	Fall 2006- Summer 2011	-Student 4+2 Programs of Study	-Advisement materials and schedules	-Graduation Rate  -Drop-out Rate  -Results from local, state and national assessments: *GHS GT *EOCT *Writing Assess *Benchmarks *Common Assessments (See Table 1 Lanier County Student Achievement Targets 2007-2011)

Performance Goal	Actions/Strategies/Interventions or Programs	GSSP Standard	ESEA 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)
<p><b>ESEA Performance Goal 5:</b> All students will graduate from high school.</p>	<p><b>Identify, Provide Instructional Support, and Monitor At-Risk Students in Grades 9-12</b></p> <p>-Analyze Needs Assessment Data to identify At-Risk of Failing Students  *8<sup>th</sup> Grade CRCT  *Predictor Tests  *Common Assessments  *Benchmark Tests  *GHSGT  *EOCT</p> <p>-Schedule Support Classes</p> <p>-Monitor Student Progress</p> <p>-Provide Professional Learning  *Intervention  *Content Support  *Standards-Based Learning  *Using Test Data to Adjust Instruction  *Instructional Leadership</p>	<p><b>Assessment</b>  (Standard 3)</p>	5		<p>-PL: State Sponsored Training</p> <p>-RESA Consultants</p> <p>-PL:  *Instructional Leader Training  *Diverse Learners  *Develop &amp; Use GPS-Aligned Learning Maps and Common Assessments  *Effective Intervention</p>	<p>-Intervention Staff (Cost: \$80,000 Funding: Local)</p> <p>-Surveys</p> <p>-Predictor Tests (Cost: \$2,000 Funding: Local)</p> <p>- Workshops: (Cost: \$10,000 Funding: Title II, Title VI)</p> <p>-Profile of Characteristics from DOE</p> <p>-Access to student records</p> <p>-RESA Consultants (Cost: None)</p>	<p>-Principals</p> <p>-Guidance Counselors</p>	<p>Fall 2006-Summer 2011</p>	<p>-Surveys</p> <p>-Standardized Test Scores</p> <p>-Permanent Record Grades</p>	<p>-SST Meeting Minutes</p> <p>-Graduation Plans</p> <p>-Attendance Reports</p> <p>-Student Records</p>	<p>-Graduation Rate</p> <p>-Drop-out</p> <p>-Rate-Results from local, state and national assessments:  *GHSGT  *EOCT  *Writing Assess  *Benchmarks  *Common Assessments (See Table 1 Lanier County Student Achievement Targets 2007-2011)</p>

Performance Goal	Actions/Strategies/Interventions or Programs	GSSP Standard	ESEA 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)
ESEA Performance Goal 5: All students will graduate from high school.	• <b>Implement Co-Teaching lesson plans and instruction</b>	<b>Curriculum</b> (Standard 2)	5		-PL: RESA workshops for staff & Admin. and/or follow up Co-teaching delivery models and strategies	-RESA Consultants (Cost: None)  -Resource Materials (Cost: None)	-Principals  -Special Education Director	Fall 2006-Summer 2011	-Students With Disabilities (SWD)  -Graduation Rates	-IEPs  -Lesson Plans  -Teacher self-evaluation  -Observations  -Inclusion student rosters	-Graduation Rate  -Drop-out Rate  -Results from local, state and national assessments: *GHS GT *EOCT *Writing Assess *Benchmarks *Common Assessments (See Table 1 Lanier County Student Achievement Targets 2007-2011)

Performance Goal	Actions/Strategies/Interventions or Programs	GSSP Standard	ESEA 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)
ESEA Performance Goal 5: All students will graduate from high school.	<ul style="list-style-type: none"> <li>Establish a Middle/High School Transition Team, composed of faculty representatives from both schools to coordinate the instructional program and the student advisement program between the two schools.</li> </ul>	Leadership (Standard 1)	5		-PL: Transition Workshop	-Materials for Communication (Cost: \$500 Funding: Local)	Administration	Fall 2006-Summer 2011	-Progress Monitoring *Student Assessment Data	-Leadership team minutes and implemented activities	-Increase in Graduation Rate  -Decrease in Drop-out Rate  -AYP Indicators  -Results from local, state and national assessments: *CRCT *GHS GT *EOCT *Writing Assess *Benchmarks *Common Assessments (See Table 1 Lanier County Student Achievement Targets 2007-2011)



# LEA Implementation Plan for

**Lanier**

Name of System

**FY2011**

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 cannot be addressed in one of the goals below.**

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

**Annual Measurable Objective(s): 1.1 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)
Establish Career Planning: Development of 5-year programs of study	Instruction	-Training by counselors on graduation requirements -Related Vocational Instruction	-Georgia Career Information System magazine (Media Center fund – high school) -GA College 411 magazine (Media Center fund – high school) -Interest Inventory	-Building Level Administrators -Guidance Counselors -RVI Coordinator	FY2010 – FY2012	Career Plans	-Career Plans -Program of Study	-Improved Graduation Rate -Reduction in Drop-out Rate



# LEA Implementation Plan for

**Lanier**

Name of System

**FY2011**

School Year

Evaluate at-risk students	Assessment	NA	-Predictor test -Profile of characteristics from GA DOE	-Building Level Administrators -Guidance Counselors -Regular Ed and Sped Teachers	FY2010 - FY2012	-Standardized Test Scores -Benchmark Assessment Scores -EOCT Scores -Progress Reports -Report Cards	-SST and IEP Meeting Minutes -Attendance Reports -Student Records	-Graduation Rate -Drop-out Rate -Improvement on formative and summative assessments for at-risk students
Continue to implement inclusion in all grade-levels throughout the system	Instruction	-Training on inclusion delivery models for all teachers -Training on Differentiation of Assignments	- RESA Consultants	-Student Services Director -Building Level Administrators	FY2010 - FY2012	-IEPs -Student Schedules	-IEPs -Student Schedules	-Improvement on formative and summative assessments for at-risk students -Improved Graduation Rate - Reduction in Drop –Out Rate
Offer CTAE course in 9 <sup>th</sup> grade	Instruction	NA	NA	-CTAE Director -Counselor -Building Level Administrator	FY2010 - FY2012	-Number of students in course	-Number of students in course and interest after 1 <sup>st</sup> semester	-Graduation Rate -Drop-out Rate -Academic Success



# LEA Implementation Plan for

**Lanier**

Name of System

**FY2011**

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 cannot be addressed in one of the goals below.

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

**Annual Measurable Objective(s): 1.3 Lanier County Schools will increase the percentage of students with disabilities who transition to employment or post-secondary education.**

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)
Increase awareness of students' skills to potential employers		-Transition writing -Career Assessments	Computers	-LCHS Department Chairperson -Building Level Administrator -Student Services Director	FY10 – FY12	-Informal Assessments such as individual conferences, parent impact at meetings -Formal Assessments such as GCIS, TWI, ONET, CAB	Transition plans	-Increase in Graduation Rate -Increase the number of students who attend post- secondary training and/or gain employment



# LEA Implementation Plan for

**Lanier**

Name of System

**FY2011**

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.

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)
Obtain and Use Babies Can't Wait List Quarterly to Communicate Better about Anticipated Referrals	Assessment	Training for selected staff members	Childfind	-Speech and Language Pathologist - School Psychologist	FY2010 – FY2012	Review of State and Quarterly Report	System Report Card	System Report Card



# LEA Implementation Plan for

**Lanier**

Name of System

**FY2011**

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.**

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.**

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 special education paraprofessionals to assist in Pre-K classroom(s)</b>	<ul style="list-style-type: none"> <li>- Professional Learning</li> <li>- Instruction</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusion 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 (Title I and VI-B)</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>	FY2010 – FY2012	<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>



# LEA Implementation Plan for

**Lanier**

Name of System

**FY2011**

School Year

<p><b>Provide pre-school special education teacher to collaborate with regular education teachers</b></p>	<ul style="list-style-type: none"> <li>- Professional Learning</li> <li>- Instruction</li> </ul>	<p>-Inclusion Strategies</p>	<ul style="list-style-type: none"> <li>-Time</li> <li>- Special Education Handbook</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 Teacher(s)</li> </ul>	<p>FY2010– FY2012</p>	<ul style="list-style-type: none"> <li>- IEPs</li> <li>- Student Schedules</li> <li>- FTE Report(s)</li> <li>- System Profile</li> <li>-K Readiness Report</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>
<p><b>Include 3 &amp; 4 year-old students on some Pre-K field trips</b></p>	<p>-Instruction</p>	<p>NA</p>	<ul style="list-style-type: none"> <li>-Staff</li> <li>-Special Transportation</li> </ul>	<ul style="list-style-type: none"> <li>-Pre-K Coordinator</li> <li>-Student Services Director</li> <li>-Building Level Administrator</li> </ul>	<p>FY2010-2012</p>	<ul style="list-style-type: none"> <li>-Records of participation in field trips</li> <li>-teacher observations</li> </ul>	<p>-Field trip logs</p>	<ul style="list-style-type: none"> <li>-Time on field trips logged and included in students’ folder</li> <li>-Observations/ anecdotal notes of students’ social interactions</li> </ul>
<p><b>3 &amp; 4-year-old students will participate in some recess time with Pre-K</b></p>	<p>-Instruction</p>	<p>-Paraprofessional training to work with swd</p>	<p>-Staff</p>	<ul style="list-style-type: none"> <li>-SpEd Teachers</li> <li>-SpEd Paraprofessionals</li> <li>-Pre-K Coordinator</li> <li>-Building Level Administrator</li> </ul>	<p>FY2010-2012</p>	<ul style="list-style-type: none"> <li>-Time log of visits to Pre-K playground</li> <li>-Teacher observations</li> </ul>	<p>-Recess time logs</p>	<ul style="list-style-type: none"> <li>-Time at recess with regular education students logged &amp; included in students’ folders</li> <li>-observation/ anecdotal notes of social interactions</li> </ul>



# LEA Implementation Plan for

**Lanier**

Name of System

**2011**

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.

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

**Annual Measurable Objective(s): 3.8 Lanier County Schools will increase the percentage of students who are evaluated and determined eligible for special education within 60 days.**

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)
Complete 60 day calendar log for school psychologist and SLPs	Assessment	-Training for timelines/compliance for staff	-Computers -Notebooks -Logs	-Student Services Director -School Psychologist -Speech and Language Pathologists	FY 2010 - FY 2012; 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
Provide a spreadsheet to teachers for all students on their caseload showing eligibility due dates	Assessment	- Training for timelines/compliance for staff	-spreadsheet -data from previous eligibilities	-Student Services Director -School Psychologist	FY2010 – FY2012	-Meeting due date timelines established by Student Services Director	-Packets will be required to be turned in at least one month prior to due date	Improved percentage of students meeting timeline requirements



# LEA Implementation Plan for

**Lanier**

Name of System

**FY2011**

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.**

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.**

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)
Provide Differentiation Training to regular and special education teachers and paraprofessionals	-Instruction	- 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	- Student Services Director -Curriculum Director - Building Level Administrators	FY 2010 – FY2012	-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
Continue to increase time in regular education classrooms for previously resourced students	-Instruction	-Training teachers and paraprofessionals on how to work with students with disabilities	-Time -In House Training	-Student Services Director -Building Level Administrators -Special and Regular Ed Teachers	FY 2010 – FY2012	-IEPs -Student Schedules	-Schedules	-Improvement on formative and summative assessments



# LEA Implementation Plan for

**Lanier**

Name of System

**FY2011**

School Year

Coaching and Modeling of Differentiation	Instruction	<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> </ul>	FY 2010 – FY2012	<ul style="list-style-type: none"> <li>-Classroom observations/evaluations</li> </ul>	<ul style="list-style-type: none"> <li>-Walk-through (documentation)</li> <li>-Lesson Plans</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement on formative and summative assessments</li> </ul>
Increase transition opportunities for 3 & 4 year old students with disabilities	Instruction	<ul style="list-style-type: none"> <li>-Training teachers and paras on how to work with students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>-Time</li> <li>-Bright from the Start</li> </ul>	<ul style="list-style-type: none"> <li>-Special and Regular Ed Teachers</li> <li>-Pre-K Director</li> </ul>	FY 2010 – FY2012	<ul style="list-style-type: none"> <li>-Schedules</li> <li>-IEPs</li> </ul>	<ul style="list-style-type: none"> <li>-Schedules</li> </ul>	<ul style="list-style-type: none"> <li>-Observations and anecdotal notes on student reactions to transition times</li> </ul>



# LEA Implementation Plan for

**Lanier**

Name of System

**FY2011**

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.**

**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)**

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)
Decrease the number of students who receive services through resource model	Instruction	<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>-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>	FY 2010 – FY2012	<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>	<ul style="list-style-type: none"> <li>-Improvement on formative and summative assessments</li> </ul>



# LEA Implementation Plan for

**Lanier**

Name of System

**FY2011**

School Year

<p>Provide interventions during small group and special cycle (PS/ES), Connections (MS), and homeroom (HS), Math I Support, Communication Skills Class</p>	<ul style="list-style-type: none"> <li>- Instruction</li> <li>- Assessment</li> </ul>	<ul style="list-style-type: none"> <li>- STEEP progress monitoring tool</li> <li>-Pyramid of Intervention</li> <li>-Read Naturally</li> <li>-Touch Math</li> </ul>	<ul style="list-style-type: none"> <li>- Student/Teacher Schedules</li> <li>-Intervention teachers</li> <li>-Paraprofessionals</li> <li>-Instructional Coach</li> </ul>	<ul style="list-style-type: none"> <li>- Building Level Administrators</li> <li>-Student Services Director</li> <li>-Intervention Teachers</li> </ul>	<p>FY 2010 – FY2012</p>	<ul style="list-style-type: none"> <li>- Benchmark Assessments</li> <li>- DIBELS results</li> <li>- STEEP Results</li> <li>- CRCT Results</li> <li>-Progress reports and report cards</li> </ul>	<ul style="list-style-type: none"> <li>- Walk-through documentation</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>
<p>Increase individual student scores by 10 points from previous CRCT results</p>	<ul style="list-style-type: none"> <li>-Instruction</li> <li>-Curriculum</li> <li>-Assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Differentiation; teaching all teachers and paraprofessionals on how to work with students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>-In House Training</li> <li>-Benchmark Testing</li> </ul>	<ul style="list-style-type: none"> <li>-Building Level Administrators</li> <li>-Regular and Special Education Teachers</li> <li>-Student Services Director</li> </ul>	<p>FY2010-2012</p>	<ul style="list-style-type: none"> <li>-Benchmark test results</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmark test results</li> </ul>	<p>CRCT Results</p>



# LEA Implementation Plan for

**Lanier**

Name of System

**FY2011**

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.**

**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.**

	<b>GSSP Standards</b>	<b>Professional Learning</b> (Include funding source and cost)	<b>Resources or Materials Needed</b> (Include funding source and cost)	<b>Person or Position Responsible for Monitoring and Evaluation</b>	<b>Timeline For Implementation</b> (plan should include 2-3 years)	<b>Means of Evaluation</b> (What will be used to evaluate the action, strategy, intervention, or program?)	<b>Monitoring of Intervention (Artifacts)</b>	<b>Evidence of Impact</b> (Student Learning Data)
Reevaluate students with a full psychological evaluation two times prior to exiting 8 <sup>th</sup> grade, at a minimum	- Planning and Organization - Leadership	- 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 2010 – FY2012	- 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



# LEA Implementation Plan for

**Lanier**

Name of System

**FY2011**

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.**

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

**Annual Measurable Objective(s): 3.13 Lanier County Schools will increase the percentage of children receiving special education services who report that schools encouraged parent involvement to improve results for students with disabilities.**

	<b>GSSP Standards</b>	<b>Professional Learning</b> (Include funding source and cost)	<b>Resources or Materials Needed</b> (Include funding source and cost)	<b>Person or Position Responsible for Monitoring and Evaluation</b>	<b>Timeline For Implementation</b> (plan should include 2-3 years)	<b>Means of Evaluation</b> (What will be used to evaluate the action, strategy, intervention, or program?)	<b>Monitoring of Intervention (Artifacts)</b>	<b>Evidence of Impact</b> (Student Learning Data)
Continue to promote Parent Involvement with newsletters and parent/teacher conferences	-Student, Family, and Community Involvement and Support	-Training for faculty and staff	-Monthly newsletters -Quarterly parent/teacher conferences -Planned parent nights	-Building Level Administrators -Special Ed Teachers/Staff -Parent Involvement Coordinator -Intervention Specialist	FY2010 - FY2012	-Parent Surveys -Informal parent input	-Teacher feedback on parent involvement -Sign-in sheets	-Increased parental involvement with the students and school



# LEA Implementation Plan for

**Lanier**

Name of System

**2011**

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.

**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)
Incorporate options considered and/or rejected within the service page of the IEP	Instruction	-Special education faculty meeting presentations to provide guidance in fully documenting all services discussed in IEP meetings	-Handouts for faculty meetings	-Student Services Director	FY 2011	-random review of IEPs on casemanager's caseload	Draft IEPs	NA
Correlate the transition of IEP goals to meet post-secondary goals	-Planning and organization -Instruction	-Eliminate Sessions on writing transition plans	-Time to view Eliminate sessions	-Student Services Director	FY 2011	-sample IEPs sent to GaDOE for review prior to one-year anniversary of records review	-Draft IEPs	Specifically knowing students' goals beyond high school and ensuring they are being met



# LEA Implementation Plan for

**Lanier**

Name of System

**2011**

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.**

**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)
Use Data Logs to ensure system's compliance with initial eligibility and eligibility redeterminations	Assessment	-Training for timelines/compliance for staff -Updated forms/logs	- Computers - Notebooks - Logs	-Student Services Director - School Psychologist -Speech and Language Pathologists	FY 2011	-Review of State Report -Review of Individual Staff Log(s)	-System Report Card -Monthly Check of all staff logs	-compliance with DOE