



LEA Implementation Plan for WARE System

2014-2015
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. You may also add additional system goals as applicable.

NCLB Performance Goal 1: By 2014-2015, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

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

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

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

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

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

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

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

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

System Goals and Objectives: Goal 1: To successfully educate all students.

Objective 1, Rank 2: Update on-line standards for English Language Arts/Reading, Math, Science, and Social Studies, K-12 (Pacing Guides, Unit Plans). Implement Common Core Georgia Performance Standards.

Objective 2, Rank 1: Establish baseline data from 2011-12, 2012-13, and 2013-2014 then develop strategies for improvement for 2014-15 that align with expected improvement/Student Growth Models based on CCRPI reports and with the Teacher Keys Effectiveness System

Objective 3, Rank 1: Emphasize individual student achievement in all academic areas as measured by Georgia mandated assessments or Student Learning Objectives (SLO's) as these directly impact the College and Career Readiness Performance Index (CCRPI).

Objective 4, Rank 1: Continue Talent Development Model Year 8 by supporting the self-sustaining implementation of Career Academies at Ware County High School with a continued emphasis on academic/CTAE curriculum infusion into career pathways at our middle schools and high school.

Objective 5, Rank 2: Reduce the achievement gap between subgroups as measured by an increase the CCRPI Progress/Achievement Gap score.

Objective 6, Rank 1: Implement specific instructional strategies based on 'best practices' such as standards-based instruction and Learning Focused Strategies, at each school K-12 to reduce the performance gap for the identified student subgroups in each grade level.

Objective 7, Rank 3: Continue to utilize Professional Learning Communities in grades K-12. Whole Faculty Study Groups (Murphy/Lick), or another structured model must be used with emphasis on academic achievement.

Objective 8, Rank 3: Provide full implementation of the TKES/LKES evaluation system.

Objective 9, Rank 1: Continue credit recovery programs for students including A+ and Ombudsman.

Objective 10, Rank 3: Track, review, and implement strategies that will improve student discipline and attendance.

Objective 11, Rank 2: Address technology literacy applications at all grade levels with a focus on embedded technology in the 21st Century classroom.

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Means of Evaluation	
						Artifacts	Evidence of Impact
<p>Continued use of Scholastic Reading Inventory (SRI) for universal screenings and Lexile progress monitoring</p> <ul style="list-style-type: none"> - Universal screenings for Lexile progress monitoring - Unit/benchmark assessments in grades 1-8 in all content areas for summative assessments and to monitor and adjust teaching and learning. 	C-1 C-3 I-1 S-1	<p>Continued training/support for Instructional Coaches & Selected Teachers – CCGPS precision unit reviews --revisions of unit/post/benchmark tests</p> <p>Continued training for Principals, API, Instructional Coaches and other personnel as needed in utilizing data and online resources</p>	<p>Technology and curriculum support in schools – ESPLOST - \$115,000</p> <p>SRI Software - \$49,517</p> <p>(to be finalized once funding is released FY15; aligned with individual SIPs)</p>	Director of Student Achievement, Curriculum Specialists, Principals, Instructional Coaches	Continuous from Fall, 2014	Lexile progress reporting, unit tests analysis reports, benchmark assessments reports, state assessments' summary reports, standardized tests' summary reports	<p>Use of state milestone assessments and writing assessment individual student, school and system summary reports and the state's SLDS system for data analysis reporting in order to analyze student achievement data and adjust programming.</p> <p>Growth in increased individual students and sub-groups achievement as evidenced through Lexile progress reporting and the Student Growth Model (SGM).</p>
Provide Instructional Coaches in all elementary and middle schools to facilitate the effectiveness of classroom instructional practices through coaching, collaborating, & consulting with school- and district-level staff.	PL-1 PL-2 C-1 C-2 C-3 I-1 I-2 I-3	Training conferences/workshops	<p>Salaries & Benefits-Title I - \$820,000</p> <p>(to be finalized once funding is released FY15; aligned with individual site SIPs)</p>	Director of Student Achievement, Principals, Curriculum Specialists Director of Federal Programs	Continuous from Fall, 2014	Lexile progress reporting, unit tests analysis reports, benchmark assessments reports, state assessments' summary reports, standardized tests' summary reports, PL1 lists, Retention lists, Intervention rosters	Use of state milestone assessments individual student, school and system summary reports and the state's SLDS system for data analysis reporting in order to analyze student achievement data and adjust programming.

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
Provide a Title I Parent Involvement Coordinator at the district level to assist all schools in building capacity for an effective districtwide parent involvement program.	SC 1.1-1.4 SFC 1.1-3.2	Training conferences/ workshops	Salaries & Benefits – Title I - \$85,000 (to be finalized once funding is released FY15; aligned with individual site SIPs)	Director of Federal Programs Principals	Continuous from Fall, 2014	Parent meeting announcements, agendas, minutes, sign-in sheets, Title I parent involvement notebooks	Increased participation by parents/guardians in district and schoolwide partnerships Increased parent engagement in school site programs
Continue to participate in the Literacy Design Collaborative (LDC) that focuses on incorporating literacy into middle and high school content areas. - Provide literacy instruction which is the foundation of the core subjects - Build content on top of a coherent approach to literacy - Attend trainings and provide re-delivery to appropriate staff regarding the Shell Centre Formative Assessment Lessons (FALs) -Use the “train the trainer” model work to support the initiative - Create/revised unit learning tasks to be incorporated into the current state CCGPS units	PL-2 C-1 C-2 C-3 A-1 A-2 A-3 I-1 I-2 I-3	LDC PL & collaboration workshops	Lodging, travel and other expenses to attend and redelivery LDC – Gates Foundation - \$20,000 OK RESA staff Outside Consultants (to be finalized once funding is released FY15; aligned with individual site SIPs)	Director of Student Achievement, Principals, Curriculum Specialists, Instructional Coaches, LDC Teams	Continuous from Fall, 2014	LDC PL sign in sheets, completed revised FALs, completed revised unit learning tasks	Use of Georgia Milestones, GHSWT, GKIDS, GAA, and ACCESS assessments individual student, school, and system summary reports and the state’s SLDS system for data analysis reporting in order to analyze student achievement data and adjust programming. Growth in increased individual students and sub-groups achievement as evidenced through progress reporting

<p>Provide continued professional learning that supports the standards-based differentiated classroom</p> <p>Planned professional learning for FY15 include, but are not limited to:</p> <ul style="list-style-type: none"> - FIPs Training - Differentiated Instruction- Year 2 - Writing Across the Curriculum - Building Mathematics Instructional Best Practices - Building Literacy Instructional Strategies Across the Content Areas - Understanding the New GMAP’s Test Item Design - ESOL Best Practices for TESOLs and regular education teachers - WFSG/PLC - Implementing the 21st Century classroom- Year 7 - Implementing the CCGPS- Year 3 - Summer Math & ELA Academies - Co-Teaching for Special Education - One-to-One iPad PL - ESOL Endorsement - Gifted Endorsement - AP Certification - Mentor/Protégé’ Program 	<p>C-1 C-3 I-1 S-1</p>	<p>Continued professional learning/support for all</p> <p>Continued training for Principals, API, Instructional Coaches and other staff as needed in utilizing data and online resources</p> <p>Full implementation training on the TKES/LKES evaluation system and TLE documentation platform</p>	<p>Technology and curriculum support in schools – ESPLOST - \$115,000</p> <p>SRI Software - \$49,517 Schoolology online software - \$8,550-SPLOST (recurring fees)</p> <p>(to be finalized once funding is released FY15; aligned with individual site SIPs)</p>	<p>Director of Student Achievement, Principals, Curriculum Specialists Principals, Instructional Coaches, Instructional Technology Coaches</p>	<p>Continuous from Fall, 2014</p>	<p>Lexile progress reporting, unit tests analysis reports, benchmark assessments reports, state assessments’ summary reports, standardized tests’ summary reports, lesson/unit plans that document embedded technology integration in teaching and learning</p>	<p>Use of Georgia Milestones, GHSWT, GKIDS, GAA, and ACCESS assessments individual student, school, and system summary reports and the state’s SLDS system for data analysis reporting in order to analyze student achievement data and adjust programming.</p> <p>Growth in increased individual students and sub-groups achievement as evidenced through progress reporting</p>
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Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
<p>Effectively teach writing skills across the curriculum in order to increase student achievement:</p> <ul style="list-style-type: none"> - Continue to effectively utilize and support the 6+1 Traits of Writing model in Grades 1-8 - Continue to utilize WriteScore for individualized writing learning support - Constructed/Expanded Response PL 	C-1 C-2 C-3 A-1 A-3 I-1 I-2 PL-2	<p>Training has already occurred; continue training teachers new to system and monitoring implementation through TKES evaluation system</p>	<p>WriteScore-Title VI-B - \$15,000</p> <p>(to be finalized once funding is released FY15; aligned with individual site SIPs)</p>	<p>Instructional Coaches, Principals, Director of Student Achievement, Curriculum Specialists</p>	<p>Continuous from Fall, 2014</p>	<p>Examples of student work/anchor papers, individual scored supplemental writing assessments, MyAccess writing reports</p>	<p>Increased writing scores across the system and increased student achievement across all content areas</p> <p>Use of Georgia Milestones, GHSWT, GKIDS, GAA, and ACCESS assessments individual student, school, and system summary reports and the state’s SLDS system for data analysis reporting in order to analyze student achievement data and adjust programming.</p>
<p>Continue to participate in the Math Design Collaborative (MDC) that focuses on providing a vehicle for:</p> <ul style="list-style-type: none"> - creating math unit learning tasks, - building greater depth of content, and - assisting in moving each student’s reasoning abilities forward. 	PL-2 C-1 C-2 C-3 A-1 A-2 A-3 I-1 I-2 I-3	<p>MDC PL & collaboration workshops</p>	<p>Math Instructional Coach – Salary \$90,000 with benefits</p> <p>Lodging, travel and other expenses to attend and redelivery MDC – Gates Foundation - \$20,000</p> <p>OK RESA staff Outside Consultants</p> <p>(to be finalized once funding is released FY15; aligned with individual site SIPs)</p>	<p>Director of Student Achievement, Principals, Curriculum Specialists Principals, MDC Teams</p>	<p>Continuous from Fall, 2014</p>	<p>LDC training sign in sheets, completed FALs, completed unit learning tasks</p>	<p>Use of Georgia Milestones, GHSWT, GKIDS, GAA, and ACCESS assessments individual student, school, and system summary reports and the state’s SLDS system for data analysis reporting in order to analyze student achievement data and adjust programming.</p> <p>Growth in increased individual students and sub-groups achievement as evidenced through progress reporting</p>

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
Employ teachers to serve Tiers 2 & 3 RtI as Intervention Specialists in all schools except for WXMS where there is an Instructional Technology Coach to provide technical assistance for the One-to-One technology initiative.	I-1 I-2 I-3 A-2	Local RtI training, GLRS	DIBELS materials-State Instructional Funds - \$3,000 Salaries + Benefits- Title I, \$1,134,000 (to be finalized once funding is released FY15; aligned with individual site SIPs)	RtI Coordinator, Director of Student Achievement, Director of Special Education, Principals	Continuous from Fall, 2014	DIBELS progress monitoring reports, AutoSkills & FastForward progress monitoring reports, One-to-One program evaluations	Use of Georgia Milestones, GHSWT, GKIDS, GAA, and ACCESS assessments individual student, school, and system summary reports and the state's SLDS system for data analysis reporting in order to analyze student achievement data and adjust programming. Growth in increased individual students and sub-groups achievement as evidenced through progress reporting
Continue full implementation of the Ware County Pyramid of Interventions (RtI) models: - Differentiated Instruction - Interventions - Gifted & RtI - ESOL & RtI - Behavior Model Pyramid - SST Process - SWD Identification	A-2 A-3 C-1 I-1 I-2	Technical and curriculum support in schools	Updated training for principals and RTI Teams-State/Local - \$5,000 Title II-A - \$10,000 (to be finalized once funding is released FY15; aligned with individual site SIPs)	Site Intervention Specialists, School-level RTI Teams, Principals, RTI Coordinator, Assistant Superintendent for Student Achievement, Director of Special Education	Continuous from Fall, 2014	FastForward progress monitoring documentation, SRI progress monitoring documentation, benchmark assessments, unit reports and charts, DIBELS reports	Use of Georgia Milestones, GHSWT, GKIDS, GAA, and ACCESS assessments individual student, school, and system summary reports and the state's SLDS system for data analysis reporting in order to analyze student achievement data and adjust programming. Growth in increased individual students and sub-groups achievement as evidenced through progress reporting

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
Identify K-1 students at risk of reading failure with DIBELS (Dynamic Indicators of Basic Literacy Skills) software	A-2	Training has already occurred; continue training teachers new to system and monitoring implementation	DIBELS materials- State Instructional Funds - \$3,000	Director of Student Achievement, Director of Special Education, K-12 Curriculum Specialist, Instructional Coaches, Intervention Coordinator	Continuous from Fall, 2014	DIBELS reports, GKIDS 9-weeks assessments	GKIDS individual and summary reports; Grades 1-5 EOG ELA individual student, school and system summary reports
Continue using STAR Accelerated Reader at identified schools	A-2	Training has already occurred; continue training teachers new to system and monitoring implementation	STAR AR-Title I - \$15,000 (to be finalized once funding is released FY15; aligned with individual site SIPs)	Principals; Instructional Coaches; Teachers	Continuous from Fall, 2014	AR reports, STAR test results	Grades 1-8 EOG Milestones individual student, school, and system summary reports Growth in increased individual students and sub-groups achievement as evidenced through Lexile progress reporting

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
Continue STAR Enterprise math at all schools and STAR Accelerated Math Live additionally at the middle schools	A-2	Training has already occurred; continue training teachers new to system and monitoring implementation	Title VI-B - \$30,000 Title VI-B - \$15,000 (to be finalized once funding is released FY15; aligned with individual site SIPs)	Principals; Instructional Coaches; Teachers	Continuous from Fall, 2014	AM progress reports	Grades 1-8 math EOG Milestones and benchmark individual student, school, and system summary reports Growth in increased individual students and sub-groups achievement as evidenced through Lexile progress reporting
Provide after-school tutoring for identified at-promise students - throughout the school year - State testing preparation sessions	I-2	n/a	Salaries + Benefits-- Title I – \$20,000, 20-day - \$50,000 Twilight Transportation – Title I - \$20,000 (to be finalized once funding is released FY15; aligned with individual site SIPs)	Principals, Director of Federal Programs	Continuous from Fall, 2014	After school tutoring rosters, after school tutoring sign in sheets	Use of Georgia Milestones, GHSWT, GKIDS, GAA, and ACCESS assessments individual student, school, and system summary reports and the state’s SLDS system for data analysis reporting in order to analyze student achievement data and adjust programming. Growth in increased individual students and sub-groups achievement as evidenced through Lexile progress reporting

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
Provide summer school opportunities for identified high school students to include credit repair and credit recovery along with original credit for coursework.	I-2	A+ software, Study Island, and Intervention programs training for summer school staffs	Salaries & Benefits – Title I - \$6000 (to be finalized once funding is released FY15; aligned with individual site SIPs)	WCHS Principal, WCHS Academy Principals, WCHS Teachers	Continuous from Summer, 2015	Summer school rosters, summer school attendance reports, Summer EOC milestone online individual student score reports and school/system summary reports	EOC Milestones individual student, school and system summary reports An increase in the Graduation Rate for all sub-groups.
Continue to utilize a professional learning community model such as Whole Faculty Study Groups (WFSG) at all schools with an emphasis on integration of technology in the daily classroom and use of technology at selected schools for the professional learning communities (PLC) interactions and ongoing dialogues	PL-2	Training and re-training at school sites for teachers/groups needing technical assistance and for new teachers	None needed	Principals, Assistant Principals, Instructional Coaches, System PL Coordinator	Continuous from Fall, 2014	Meeting Logs & Action Plans, summaries of staff sign in sheets and PLUs earned	Use of Georgia Milestones, GHSWT, GKIDS, GAA, and ACCESS assessments individual student, school, and system summary reports and the state’s SLDS system for data analysis reporting in order to analyze student achievement data and adjust programming. Growth in increased individual students and sub-groups achievement as evidenced through Lexile progress reporting

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
Provide software – math & ELA diagnostic & tutorial for all schools <ul style="list-style-type: none"> - Study Island - Education City - AutoSkills - Reading Eggs (P-1) - IXL Math (online math practice tutorial) - WriteScore - Scholastic Reading Inventory (SRI), Grades 1-8 - BrainPop, BrainPop Jr., BrainPop ESL - Starfall (K-2) - Fast ForWord 	I-2	Training and re-training at school sites for teachers/groups needing technical assistance and for new teachers	ESPLOST - \$115,000 Title I - \$75,000 Title VI-B - \$25,000 Title III-\$1000 (to be finalized once funding is released FY15; aligned with individual site SIPs)	Principals Instructional Coaches Assistant Superintendent for Student Achievement	Continuous from Fall, 2014	Lexile progress reporting, unit tests analysis reports, benchmark assessments reports, post tests reports and charts, state assessments' summary reports, standardized tests' summary reports, completed electronic pacing guides, unit/lesson plans	Use of Georgia Milestones, GHSWT, GKIDS, GAA, and ACCESS assessments individual student, school, and system summary reports and the state's SLDS system for data analysis reporting in order to analyze student achievement data and adjust programming. Growth in increased individual students and sub-groups achievement as evidenced through Lexile progress reporting
Provide mentor support for teachers new to teaching	PL-1 PL-2	Mentoring workshop(s) to provide expectations; technical support workshops as needed; end of year culmination	Training and support- Title II-A - \$3,000 Stipends for mentors- Title II-A - \$14,500 (to be finalized once funding is released FY15; aligned with individual site SIPs)	Principals, Curriculum Specialist, Instructional Coaches	Continuous from Fall, 2014	End-of-year evaluations Mentor/protégé logs/notebooks	Use of Georgia Milestones, GHSWT, GKIDS, GAA, and ACCESS assessments individual student, school, and system summary reports and the state's SLDS system for data analysis reporting in order to analyze student achievement data and adjust programming. Growth in increased individual students and sub-groups achievement as evidenced through Lexile progress reporting TKES Annual Evaluations

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
<p>Continue to recruit and retain highly effective teachers of secondary mathematics, special education, ESOL teachers, and other need areas that may arise. Continue to utilize the GaTAPP to recruit with a focus on minority candidates and high needs areas</p> <p>Continue to develop individual remediation plans to support non-Hi-Q teachers and paraprofessionals in becoming highly qualified. Remediation plans are also required for all core academic teachers that do not hold a valid clear renewable certificate in the appropriate, assigned teaching field(s).</p>	<p>I-1 I-2 I-3</p> <p>I-1 I-2 I-3</p>	<p>Mentoring workshop(s) to provide expectations; technical support workshops as needed; end of year culmination</p> <p>Technical assistance/ support as needed</p>	<p>Reimbursement of GACE Exams – Title II-A - \$1,000,</p> <p>ESOL Endorsement training - Title II-A, \$8,000, GaTAPP-Title II-A, \$10,000</p> <p>As per individual remediation plans</p> <p>(to be finalized once funding is released FY15; aligned with individual site SIPs)</p>	<p>Director of Human Resources</p> <p>Director of Human Resources</p>	<p>Continuous from Fall, 2014</p> <p>Ongoing from Fall, 2014</p>	<p>Highly Qualified Data, master schedules, CPI report</p> <p>Highly Qualified Data, master schedules, CPI report, GAC E scores</p>	<p>Recruitment/Retention Data</p> <p>Highly qualified data indicates that all teachers and paraprofessionals are 100% Hi-Q</p>

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
Continue WCHS course recovery and remediation programs <ul style="list-style-type: none"> - Twilight School; - Project Choice Flex School; - Daytime A+ lab; - FOCUS (an after school opportunity for credit repair/recovery); 	I-2 I-3	Continue software training as needed for refreshing and for new instructors	Update software licenses – SPLOST-\$10,000; Staff salaries and benefits – Local - \$100,000 Twilight Transportation – Title I - \$50,000 (to be finalized once funding is released FY15; aligned with individual site SIPs)	WCHS Academy Principals & API, special programs instructors, WCHS Principal	Continuous from Fall, 2014	Student attendance rosters, course recovery completion rate reports, Lexile progress reporting, unit tests analysis reports, benchmark assessments reports, state assessments’ summary reports	Use of Georgia EOC Milestones, GHSWT, and EOPA assessments individual student, school, and system summary reports and the state’s SLDS system for data analysis reporting in order to analyze student achievement data and adjust programming. Growth in increased individual students and sub-groups achievement as evidenced through Lexile progress reporting An increase in the Graduation Rate for all sub-groups.
Reduce class size (CSR) to differentiate instruction and meet the diverse needs of individual students particularly in the area of high school math and social studies <ul style="list-style-type: none"> - Direct instruction will be provided through individualized, differentiated instruction Utilize a Hi-Q Math teacher to provide daily extended learning time in Mathematics 	I-2 I-3	Math Consortia PL, precision unit reviews	Salaries & Benefits - Title IIA – approx. \$400,000 (to be finalized once funding is released FY15; aligned with individual site SIPs)	High School Principal Director of Student Achievement, Director of Human Resources	Continuous from Fall, 2014	High school Master Schedule, student rosters and records, unit and lesson plans, progress monitoring report logs	Use of Georgia EOC Milestones, GHSWT, and EOPA assessments individual student, school, and system summary reports and the state’s SLDS system for data analysis reporting in order to analyze student achievement data and adjust programming. Growth in increased individual students and sub-groups achievement as evidenced through Lexile progress reporting An increase in the Graduation Rate for all sub-groups. TKES Annual Evaluations

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
Provide opportunities for family & community involvement in all schools as outlined in the system and site Parent Involvement Plans and coordinating site SIPs	S-1 S-2	School Council training	Infinite Campus (parent portal) SPLOST - \$52,000 School Council training materials (to be finalized once funding is released FY15; aligned with individual site SIPs)	Principals, Director of Title Programs, All Staff, Migrant Specialists, System ESOL Coordinator, Special Education Director	Continuous from Fall, 2014	Sign-in sheets from parent activities, Volunteer hours logs, other documentation from schools (i.e. newsletters, weekly reports, etc.)	Increased involvement of families and the community in school activities Use of Georgia Milestones, GHSWT, GKIDS, GAA, and ACCESS assessments individual student, school, and system summary reports and the state's SLDS system for data analysis reporting in order to analyze student achievement An increase in the Graduation Rate for all sub-groups.
Continue collaboration with the Children's Initiative & other communities agencies	S-3	None needed	None needed	Director of Student Services, Lead School Social Worker	Continuous from Fall, 2014	Sign-in sheets of participation with community agencies	Increased involvement of families and the community in school activities
Continue the provision of effective transition plans for students with disabilities that will allow for them to achieve meaningful and productive postsecondary outcomes. <ul style="list-style-type: none"> - Project Search - Transition plans driving IEP development - Work-based learning - Community Agencies 	I-2 I-3 PL-1 PL-2	Ongoing training with middle school and high school teachers in the development and implementation of transition plans	\$2500-IDEA funds; contracted services by VR counselor, \$14,000-IDEA funds (to be finalized once funding is released FY15; aligned with individual site SIPs)	Parent Mentor Middle School and High School SE Coordinators System Transition Specialist Director of Special Education	Continuous from Fall, 2014	Completed transition plans; postsecondary exit report; well-developed IEPs; coordinator meetings sign in sheets	Successful transition of students with disabilities to postsecondary education and/or competitive employment Effective collaboration with community agencies and other stakeholders (Okefenokee Regional Transition Alliance) and the school system.

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
<p>Continue to provide effective services for young children with disabilities (ages 3-5)</p> <ul style="list-style-type: none"> - DAFFODIL pre-school intervention - Head Start pre-school intervention - Community-based pre-school intervention 	<p>I-2 I-3 PL-1 PL-2</p>	<p>Ongoing training with pre-school special education teachers in the development and implementation of effective IEPs</p>	<p>\$70,000-State Pre-K Grant; \$100,000-IDEA Pre-School funds;\$40,000 IDEA funds, contracted inclusion paraprofessionals</p> <p>(to be finalized once funding is released FY15; aligned with individual site SIPs)</p>	<p>Two Pre-School SE Teachers School Psychologist Pre-K Principal Director of Special Education</p>	<p>Continuous from Fall, 2014</p>	<p>Well-developed IEPs; pre-school outcome data, copies of meetings' minutes</p>	<p>Improvement of pre-school outcome data to show growth in student achievement prior to their entering Kindergarten</p> <p>Effective collaboration with community agencies and other stakeholders (Concerted Services) and the school system</p>
<p>Continue to comply with state and federal laws and regulations for all special education programs through ongoing supervision of all program requirements</p>	<p>I-2 I-3 S-3 L-1 L-3</p>	<p>Ongoing training with special education coordinators (train the trainer); general supervision at each school</p>	<p>\$25,000-IDEA funds</p> <p>(to be finalized once funding is released FY15; aligned with individual site SIPs)</p>	<p>SE School Coordinators All SE Teachers and Paraprofessionals All Principals and Administrators Director of Special Education</p>	<p>Continuous from Fall, 2014</p>	<p>Report of performance indicators for the LEAs SE Department;</p>	<p>Continued meeting of performance indicators in general compliance with state and federal regulations</p> <p>Continued meeting of performance indicators through no parent complaints resulting in findings against the system</p>