



LEA Implementation Plan for WARE System

2011-2012
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 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

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

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

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

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

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

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

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

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

ANNUAL MEASUREABLE OBJECTIVES

1. The ALL subgroup on the Math portion of the 3-8 CRCT will increase from 86.4% at the end of SY2011 to 86.8% at the end of SY2012 with a minimum of 95% participation.
2. The subgroup Black students on the Math portion of the 3-8 CRCT will increase from 80.1% at the end of SY2011 to 83.8% at the end of SY2012 with a minimum of 95% participation.
3. The subgroup SWD students on the Math portion of the 3-8 CRCT will increase from 67.6% at the end of SY2011 to 72.6% at the end of SY2012 with a minimum of 95% participation.
4. The ALL subgroup on the Reading/ELA portion of the 3-8 CRCT will increase from 93.9% at the end of SY2011 to 95.5% at the end of SY2012 with a minimum of 95% participation.
5. The subgroup SWD students on the Reading/ELA portion of the 3-8 CRCT will increase from 77.0% at the end of SY2011 to 86.7% at the end of SY2012 with a minimum of 95% participation.
6. The ALL subgroup on the Math portion of the GHSGT will increase from 87.9% at the end of SY2011 to 88.0% at the end of SY2012 with a minimum of 95% participation.
7. The subgroup Black students on the Math portion of the GHSGT will increase from 80.5% at the end of SY2011 to 87.4% at the end of SY2012 with a minimum of 95% participation.

8. The subgroup SWD students on the Math portion of the GHSGT will increase from 53.1% at the end of SY2011 to 58.1% at the end of SY2012 with a minimum of 95% participation.
9. The ALL subgroup on the ELA portion of the GHSGT will increase from 92.8% at the end of SY2011 to 93.9% at the end of SY2012 with a minimum of 95% participation.
10. The subgroup Black students on the ELA portion of the GHSGT will increase from 88.2% at the end of SY2011 to 93.9% at the end of SY2012 with a minimum of 95% participation.
11. The subgroup SWD students on the ELA portion of the GHSGT will increase from 59.4% at the end of SY2011 to 63.4% at the end of SY2012 with a minimum of 95% participation.
12. The subgroup ED students on the ELA portion of the GHSGT will increase from 89.9% at the end of SY2011 to 93.9% at the end of SY2012 with a minimum of 95% participation.
13. The Graduation Rate for the ALL subgroup will increase from 80.1% at the end of SY2011 to 90.0% at the end of SY2012
14. The Graduation Rate for the subgroup Black students will increase from 76.1% at the end of SY2011 to 81.1% at the end of SY2012.
15. The Graduation Rate for the subgroup SWD students will increase from 50.0% at the end of SY2011 to 55.0% at the end of SY 2012.
16. The Graduation Rate for the subgroup ED students will increase from 78.8% at the end of SY2011 to 83.8% at the end of SY 2012.
17. All 5th grade students will increase on the Grade 5 Writing Assessment from 80.0% at the end of SY2011 to 83.0% at the end of SY2012.
18. All 8th grade students will increase on the Grade 8 Writing Assessment from 79.0% at the end of the SY2011 to 82.0% at the end of SY2012.

System Goal 1: To successfully educate all students; NCLB Performance Goals 1-5; IDEA Goals 1-4
System Objective 1: Update/implement online standards for ELA/Reading, Math, Science, and Social Studies K-12. Begin new Common Core standards.

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>Continue implementation of ThinkGate, GaDOE SLDS, and begin training and implementation of Schoology - electronic management/planning software systems of accountability to include:</p> <ul style="list-style-type: none"> - Universal screenings, pre/post/benchmark assessments in grades K-12 in Math, Science, Social Studies, & benchmark assessments in English/ Language Arts/Reading - electronic (ThinkGate to Schoology during FY12) pacing guides and electronic curriculum maps, on-line performance-based standards units with technology integration, and lesson plans, - integration of state assessments and standardized tests within the SDLS ThinkGate system for data analysis 	<p>C-1 C-3 I-1 S-1</p>	<p>Continued training/support for Instructional Coaches & Selected Teachers – CCGPS unit/lesson development & precision unit reviews --creation/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>Schoology online software - \$8,550- Title II-A (recurring fees)</p> <p>Collaboration/ planning time</p> <p>(to be finalized once funding is released FY12; aligned with individual SIPs)</p>	<p>Assistant Superintendent for Student Achievement, Curriculum Specialists, Principals, Instructional Coaches</p>	<p>Ongoing from Fall, 2011</p>	<p>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</p>	<p>CRCT, GHSGT, EOCT, Writing Assessments individual student, school and system summary reports</p> <p>Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports</p>

System Goal 1: To successfully educate all students; NCLB Performance Goals 1-5; IDEA Goals 1-4

System Objective 2: Establish baseline data from 2008-2009, and 2009-2010 and 2010-2011 and develop strategies for improvement for 2011-2012.

System Objective 3: Emphasize individual student achievement in English/Language Arts/Reading, Math, Science, Social Studies and Writing.

System Objective 4: Continue Talent Development Model. Year 5 consists of self-sustaining implementation of Career Academies at Ware County High School with an emphasis on academic/CTAE curriculum infusion into career pathways.

System Objective 5: Identify sub-groups (individuals) that did not make absolute bar for AYP and develop strategies to improve performance.

System Objective 6: Identify students by school that are at risk of not meeting standards on state assessments and/or not completing high school, and implement the Ware County Pyramid of Interventions or RTI process. Continue to develop and refine components of the Pyramid including, but not limited to, behavior processes and Pre-K.

System Objective 7: Report specific research based on “best practices” that have been implemented at each school K-12 to reduce the performance gap for the identified students in each grade level.

System Objective 8: Professional Learning Communities K-12 continue to evolve. Whole Faculty Study Groups (Murphy/Lick), or another structured model must be used with emphasis on academic achievement.

System Objective 9: Implementation of CLASS/Leader Keys Model, with modifications as implemented based on employee need, collaboratively developed by teachers, principals, and central office staff.

System Objective 10: Coordinate a shared reading study with school faculties and administration on *Our Iceberg is Melting* (Kotter).

System Objective 11: Continue to fully implement Learning Focused Strategies in conjunction with Standards Based Classroom Design.

System Objective 12: Continue to implement the Georgia Performance Standards (GPS) including Common Core during 2011-2012.

System Objective 13: Develop and/or expand credit recovery programs for students including A+ and Ombudsman.

System Objective 14: Track, review and implement strategies that will improve student discipline and attendance.

System Objective 15: Implement Georgia Leadership Institute for School Improvement (GLISI) model and continue to develop Competency Models and Performance Pathways for leadership personnel. Continue Georgia Leader Keys Evaluation process.

System Objective 16: Address technology literacy applications at all grade levels. Expand Direct to Discovery and 21st Century technology implementation.

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
Provide Instructional Coaches in all 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 as appropriate-PL - \$3,000, Title II-A - \$5,000 (to be finalized once funding is released FY11; aligned with individual site SIPs)	Release time for collaboration/ planning Salaries & Benefits-Title I - \$781,000 (to be finalized once funding is released FY11; aligned with individual site SIPs)	Assistant Superintendent for Student Achievement, Principals, Curriculum Specialists	Ongoing from Fall, 2011	Unit tests analysis reports, benchmark assessments reports, post tests reports and charts, PL1 lists, Retention lists, Intervention rosters	CRCT, GHS GT, EOCT, Writing Assessments individual student, school and system summary reports
Provide a Graduation Coach at Ware County High School to assist students in planning for reaching graduation goals and making decisions for post-secondary/career paths	I-3 S-1	None needed	Collaborative/ planning time	WCHS Principal, Assistant Superintendent for Student Achievement	Ongoing from Fall, 2011	Number of students identified databases, student data reports, grade reports, intervention rosters	GHS GT, GHS WT, EOCT, and Graduation Rate reports An increase in the Graduation Rate for all AYP sub-groups.

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
<p>Continue implementation of ThinkGate, GaDOE SLDS, and begin training and implementation of Schoology - electronic management/planning software systems of accountability to include:</p> <ul style="list-style-type: none"> - Universal screenings, pre/post/benchmark assessments in grades K-12 in Math, Science, Social Studies, & benchmark assessments in English/Language Arts/Reading - electronic (ThinkGate to Schoology during FY12) pacing guides and electronic curriculum maps, on-line performance-based standards units with technology integration, and lesson plans, integration of state assessments and standardized tests within the SDLS ThinkGate system for data analysis and professional development and collaboration 	<p>A-2 A-3 C-1 I-1 I-2</p>	<p>Continued training/support for Instructional Coaches & Selected Teachers – CCGPS unit/lesson development & precision unit reviews</p> <p>-- creation/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>Schoology online software - \$8,550- Title II-A (recurring fees)</p> <p>Collaboration/ planning time</p> <p>(to be finalized once funding is released FY12; aligned with individual SIPs)</p>	<p>Instructional Coaches, Principals, Assistant Superintendent for Student Achievement, Curriculum Specialists</p>	<p>Ongoing from Fall, 2011</p>	<p>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</p>	<p>CRCT, GHS GT, EOCT, Writing Assessments individual student, school and system summary reports</p> <p>Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports</p>

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 in order provide for student achievement across the curriculum:</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 MyAccess for individualized writing learning support - Continue conduct the supplemental writing assessments in Grades 3, 5, and 10 in order to provide for individualized student needs 	<p>C-1 C-2 C-3 A-1 A-3 I-1 I-2 PL-2</p>	<p>Training has already occurred; continue training teachers new to system and monitoring implementation through ClassKeys</p>	<p>Technical and curriculum support in schools</p> <p>MyAccess online software – Title II-A - \$50,000-\$75,000</p> <p>Supplemental Writing Assessments, Grades 3, 5, & 10 – Title II-A - \$5,500</p>	<p>Instructional Coaches, Principals Assistant Superintendent for Student Achievement Curriculum Specialists</p>	<p>Ongoing from Fall, 2011</p>	<p>Examples of student work/anchor papers, individual scored supplemental writing assessments, MyAccess writing reports</p>	<p>Writing assessments' individual student, school and system summary reports</p> <p>Increased writing scores across the system</p>
<p>Employ teachers to serve as Intervention Specialists in all schools</p>	<p>I-1 I-2 I-3 A-2</p>	<p>HS Co-Teaching Coach GLRS</p>	<p>DIBELS materials-n/c</p> <p>Salaries + Benefits- Title I, \$1,134,00;</p> <p>(to be finalized once funding is released FY11; aligned with individual SIPs)</p>	<p>RTI Coordinator, Assistant Superintendent for Student Achievement, Director of Special Education, Principals</p>	<p>Continuous from Fall, 2009</p>	<p>DIBELS progress monitoring reports, AutoSkills & FastForward progress monitoring reports</p>	<p>CRCT, GHS GT, EOCT, Writing Assessments individual student, school and system summary reports</p> <p>Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports</p>

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
<p>Continue full implementation of the Ware County Pyramid of Interventions (RtI) models</p> <ul style="list-style-type: none"> - Differentiated Instruction - Interventions - Gifted & RtI - ESOL & RtI - Behavior Model Pyramid - SST Process - SWD Identification 	<p>A-2 A-3 C-1 I-1 I-2</p>	<p>Training for principals and RTI Teams- State/Local \$10,000</p> <p>(to be finalized once funding is released FY11; aligned with individual SIPs)</p>	<p>Technical and curriculum support in schools</p>	<p>Site Intervention Specialists, School-level RTI Teams, Principals, RTI Coordinator, Assistant Superintendent for Student Achievement, Director of Special Education</p>	<p>Full implementation Continuous from Fall, 2011</p>	<p>FastForward progress monitoring documentation, ClassWorks progress monitoring documentation, benchmark assessments, unit and post tests reports and charts, DIBELS reports, AimsWeb reports, Barrows Basics reports and charts</p>	<p>CRCT, GHSGT, EOCT, Writing Assessments individual student, school and system summary reports</p> <p>Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports</p>
<p>Identify K-1 students at risk of reading failure with DIBELS (Dynamic Indicators of Basic Literacy Skills) software</p>	<p>A-2</p>	<p>Training has already occurred; continue training teachers new to system and monitoring implementation</p>	<p>Technical & curriculum support in schools</p>	<p>Assistant Superintendent for Student Achievement Director of Special Education Elementary Curriculum Specialist Instructional Coaches Intervention Coordinator</p>	<p>Ongoing from Fall, 2009</p>	<p>DIBELS reports, GKIDS monthly assessments</p>	<p>GKIDS individual and summary reports; Grades 1-5 CRCT Reading individual student, school and system summary reports</p>

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
Continue implementation of Barrow's Basics (weekly, 100-item, 3 minute math fluency basic skills assessment to build speed & accuracy)	A-2	Training has already occurred; continue training teachers new to system and monitoring implementation	Materials & supplies-Title I - \$1,500 (to be finalized once funding is released FY11; aligned with individual SIPs)	Instructional Coaches, Principals, Curriculum Specialists, Grades 1-8 Teachers	Ongoing from Fall, 2009	Barrows Basics reports and charts	Grades 1-8 CRCT Math individual student, school, and system summary reports Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports
Continue using STAR & Accelerated Reader at identified schools	A-2	Training has already occurred; continue training teachers new to system and monitoring implementation	Books, tests--State Instructional Funds - \$4,000 -Title I - \$4,000 (to be finalized once funding is released FY11; aligned with individual SIPs)	Principals; Instructional Coaches; Teachers	Ongoing from Fall, 2009	AR reports, STAR test results	All Grades 1-8 CRCT individual student, school, and system summary reports Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports
Continue using Accelerated Math (AM) at identified schools	A-2	Training has already occurred; continue training teachers new to system and monitoring implementation	Title I - \$2500 (to be finalized once funding is released FY11; aligned with individual SIPs)	Principals; Instructional Coaches; Teachers	Ongoing from Fall, 2009	AM progress reports	Grades 1-8 CRCT Math individual student, school, and system summary reports Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
<p>Provide after-school tutoring for identified students</p> <ul style="list-style-type: none"> - throughout the school year - State testing preparation sessions 	I-2		<p>Salaries + Benefits- -Title I – \$20,000, 20-day - \$50,000</p> <p>(to be finalized once funding is released FY11; aligned with individual SIPs)</p>	Principals, Title I Coordinator,	Ongoing from Fall, 2011	After school tutoring rosters, after school tutoring sign in sheets	<p>CRCT, GHS GT, EOCT, Writing Assessments individual student, school and system summary reports</p> <p>Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports</p>
<p>Provide summer school opportunities for identified high school students to include credit repair and credit recovery along with original credit for coursework.</p>	I-2	A+ software and Intervention programs training for summer school staffs	<p>Salaries School Improvement Grant – \$4,000</p> <p>(to be finalized once funding is released FY11 ; aligned with individual SIPs)</p>	Graduation Coach, WCHS Principal, WCHS Assistant Principals, WCHS Instructional Coaches	Ongoing from Summer, 2011	Summer school rosters, summer school attendance reports, Project ExPreSS attendance and grade reports, Summer EOCT online individual student score reports and school/system summary reports	<p>EOCT individual student, school and system summary reports</p> <p>An increase in the Graduation Rate for all AYP sub-groups.</p>
<p>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</p>	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	Ongoing from Fall, 2011	Meeting Logs & Action Plans, summaries of staff sign in sheets and PLUs earned	<p>CRCT, GHS GT, EOCT, Writing Assessments individual student, school and system summary reports</p> <p>Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports</p> <p>Results of action research as noted in action plans of WFSG/PLC logs and report out summaries</p>

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
<p>Provide software – math & ELA diagnostic & tutorial for all schools</p> <ul style="list-style-type: none"> - AutoSkills-Academy of Reading & Academy of Math - Scientific Learning - Reading Assistant - A+ Courseware 	I-2	Training and re-training at school sites for teachers/groups needing technical assistance and for new teachers	<p>Sales Tax for Education - \$115,000</p> <p>(to be finalized once funding is released FY11; aligned with individual SIPs)</p>	Principals Instructional Coaches Assistant Superintendent for Student Achievement	Ongoing from Fall, 2011	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	<p>CRCT, GHS GT, EOCT, Writing Assessments individual student, school and system summary reports</p> <p>Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports</p>
Provide mentor support for teachers new to teaching	PL-1 PL-2	<p>Stipends for mentors-Title II-A - \$6,500</p> <p>(to be finalized once funding is released FY11; aligned with individual SIPs)</p>	<p>Training and support-Title II-A - \$3,000</p> <p>(to be finalized once funding is released FY11; aligned with individual SIPs)</p>	Principals, Curriculum Specialist, Instructional Coaches	Ongoing from Fall, 2009	End-of-year evaluations Mentor/protégé logs	<p>CRCT, GHS GT, EOCT, Writing Assessments individual student, school and system summary reports</p> <p>Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports</p> <p>CLASS Keys teacher Annual Evaluations</p>

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
<p>Continue full implementation of the Talent Development High School Reform Model with Career Academies at WCHS</p> <p>Continue full implementation of the Talent Development Middle School model at Ware County Middle School (WCMS) including the CLIMATE program</p>	<p>C-1 C-2 C-3 A-1 A-2 A-3 I-1 I-2 I-3 PO-1 PO-2 PO-3 SFC-1 SFC-2 SFC-3 PL-1 PL-2 PL-3 L-1 L-3 L-4 SC-1 SC-2</p>	<p>As needed for retraining or updating</p> <p>(to be finalized once funding is released FY11; aligned with individual SIPs)</p>	<p>Instructional materials – Local - \$32,200</p> <p>(to be finalized once funding is released FY11; aligned with individual SIPs)</p>	<p>WCHS Principal and Staff, Assistant Superintendent for Student Achievement</p> <p>WCMS Principal and Staff, Assistant Superintendent for Student Achievement</p>	<p>Ongoing from Fall, 2011</p> <p>Ongoing from Fall, 2011</p>	<p>Benchmark assessments reports, unit and post tests reports and charts, Career Academy reports, End of Pathway Test (EOPT) results, master schedule, unit/lesson plans</p> <p>Benchmark assessments reports, pre/post tests reports and charts, Discipline reports</p>	<p>GHS GT, EOCT, GHSWT, EOPT Assessments individual student, school and system summary reports</p> <p>An increase in the Graduation Rate for all AYP sub-groups.</p> <p>WCMS CRCT individual student, school and system summary reports</p> <p>Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports</p> <p>A decrease in discipline referrals</p>
<p>Assess needs & provide additional training in standards-based, differentiated instruction in the LFS Classroom</p> <p>- provide new training for all teachers that guides and supports the rollout of the Common Core Georgia Performance Standards (CCGPS) & HOTS emphasis</p> <p>- provide increased training and support in integrating technology into the 21st Century Classroom</p>	<p>PL-2 C-1 C-2 C-3 A-1 A-2 A-3 I-1 I-2 I-3 PO-1 PO-2 PO-3 SFC-1 SFC-2 SFC-3 PL-1 PL-2 PL-3 L-1 L-3</p>	<p>Travel, registration fees - PL - \$10,000; Training for the CCGPS rollout – to be determined based on need and and GaDOE rollout procedures</p> <p>(to be finalized once funding is released FY11; aligned with individual SIPs)</p>	<p>OK RESA staff; Office of Student Achievement Staff, Technical & curriculum support in schools</p>	<p>Assistant Superintendent of Student Achievement, Curriculum Specialists, Instructional Technology Coaches Principals, Instructional Coaches</p>	<p>Continuous from Summer, 2011</p>	<p>Unit/ lesson plans, created Thinking Maps, Formal and information teacher observations, e-walk reports</p>	<p>GHS GT, EOCT, GHSWT, EOPT Assessments individual student, school and system summary reports</p> <p>Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports</p> <p>CLASS Keys teacher Annual Evaluations</p>

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
<p>Address technology literacy applications at all grade levels by implementing the 21st Century classroom model including Internet2 activities and vital lesson planning that integrates technology into the daily classroom.</p>	<p>PL-1 PL-2</p>	<p>PL-no cost; training provided on-site at individual school sites through Instructional Technology Coaches</p>	<p>Title I-A funding Instructional Technology Coach salary & benefits . -\$84,000 (to be finalized once funding is released FY11; aligned with individual SIPs)</p>	<p>Instructional Technology Coaches, Curriculum Specialists, Director of Technology, Assistant Superintendent for Student Achievement, Principals, Teachers</p>	<p>Continuous from Summer, 2011</p>	<p>Professional learning logs, unit/lesson plans, formal and information teacher observations, e-walk reports</p>	<p>GHSGT, EOCT, GHSWT, EOPT Assessments individual student, school and system summary reports Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports CLASS Keys teacher Annual Evaluations</p>
<p>Continue to recruit and retain highly effective teachers of secondary mathematics, special education, ESOL teachers, and other need areas that may arise.</p> <p>Continue to utilize the GaTAPP to recruit with a focus on minority candidates and high needs areas</p>	<p>I-1 I-2 I-3</p>	<p>Reimbursement of GACE Exams – Title II-A - \$4,000, Title III-LEP, \$4800, GaTAPP-Title II-A, \$5000 (to be finalized once funding is released FY11; aligned with individual SIPs)</p>	<p>Salaries-Title II-A - \$300,000 (to be finalized once funding is released FY11; aligned with individual SIPs)</p>	<p>Director of Human Resources</p>	<p>Ongoing from Fall, 2011</p>	<p>Highly Qualified Data, master schedules, CPI report</p>	<p>Recruitment/Retention Data GHSGT, EOCT, GHSWT, EOPT Assessments individual student, school and system summary reports Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports</p>

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
<p>Continue the partnership between the Ombudsman Program and Ware County Schools in order to serve the needs of students who have discipline problems in Grades 6-12 through an alternative setting.</p> <p>Continue the partnership between the Ombudsman Program and Ware County Schools in order to serve the needs of students who need further interventions in order to graduate from high school on time.</p>	I-2 I-3	<p>Training and re-training at sites for staff needing technical assistance</p> <p>None needed</p>	<p>Ombudsman/LEA agreement on funding</p> <p>Ombudsman/LEA agreement on funding</p>	<p>Assistant Superintendent for Community and Student Relations MS/HS Principals</p> <p>Assistant Superintendent for Community and Student Relations, WCHS Principal, Middle School Principals</p>	<p>Continuous from Fall, 2011</p> <p>Continuous from Fall, 2011</p>	<p>Ombudsman rosters, Ombudsman student courseware progress reports, Ombudsman students' semester grade reports</p> <p>Ombudsman rosters Ombudsman student semester grade reports AYP reports</p>	<p>Growth in increased individual students and AYP sub-groups achievement as evidenced through CRCT, GHS GT, EOCT, Writing Assessments individual student, school and system summary reports</p> <p>An increase in the Graduation Rate for all AYP sub-groups.</p>
<p>Continue WCHS course recovery and remediation programs</p> <ul style="list-style-type: none"> - Twilight School; - Project Choice Flex School; - ECHOES (the daytime A+ lab); - FOCUS (an after school opportunity for credit repair/recovery); - Saturday School - CLINE Campus; and - FOCUS program 	I-2 I-3	<p>Continue software training as needed for refreshing and for new instructors</p>	<p>Update software licenses - Local - \$70,000; Staff salaries and benefits – Local - \$100,000</p> <p>(to be finalized once funding is released FY11; aligned with individual SIPs)</p>	<p>WCHS Graduation Coach, special programs instructors, WCHS Principal</p>	<p>Continuous from Fall, 2011</p>	<p>Student attendance rosters, student data from benchmark assessments, unit and post tests results reports, course recovery completion rate reports</p>	<p>GHS GT, EOCT, GHS WT Assessments individual student, school and system summary reports</p> <p>Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports</p> <p>An increase in the Graduation Rate for all AYP sub-groups.</p>

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
<p>Reduce class size (CSR) to differentiate instruction and meet the diverse needs of individual students particularly in the area of high school math</p> <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	MSP Mathematics collaborative training; Math Consortia PL, precision unit reviews, new courses PL and new unit Planning,	Four Mathematics Teachers salaries- Title IIA – approx. \$300,000; GACE fees-\$700	High School Principal High School Special Education Coordinator, High School Mathematics Instructional Coach, Assistant Superintendent for Achievement, Director of Human Resources	Ongoing from Fall, 2011	High school Master Schedule, student rosters and records, unit and lesson plans, progress monitoring report logs	<p>GHSGT, EOCT, GHSWT Assessments individual student, school and system summary reports</p> <p>Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports</p> <p>An increase in the Graduation Rate for all AYP sub-groups.</p> <p>CLASS Keys teacher Annual Evaluations</p>
Provide opportunities for family & community involvement in all schools as outlined in the system and site Family/Parent Involvement Plans and site SIPs	S-1 S-2	School Council training materials (to be finalized once funding is released FY11; aligned with individual SIPs)	Infinite Campus (parent portal) (to be finalized once funding is released FY11; aligned with individual SIPs)	Principals Title I Director All Staff Migrant Specialists, System ESOL Coordinator, Special Education Director	Ongoing from Fall, 2011	Sign-in sheets from parent activities, Volunteer hours logs, other documentation from schools (i.e. newsletters, weekly reports, etc.)	<p>CRCT, GHSGT, EOCT, Writing Assessments individual student, school and system summary reports</p> <p>Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports</p> <p>Increased involvement of families and the community in school activities</p>
Continue collaboration with the Children’s Initiative & other communities agencies	S-3	None needed	None needed	Assistant Superintendent of Student Services, Lead School Social Worker	Ongoing from Fall, 2009	Sign-in sheets of participation with community agencies	<p>CRCT, GHSGT, EOCT, Writing Assessments individual student, school and system summary reports</p> <p>Increased involvement of families and the community in school activities</p>

Action, Strategies, Interventions	School Keys GSS	Professional Learning	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Timeline	Artifacts	Evidence of Impact
Participate in the Gates Foundation Literacy Design Collaborative (LDC) for high school Math and middle school literacy <ul style="list-style-type: none"> - Attend trainings - Provide re-delivery to appropriate staff - Incorporate Science teachers and curriculum to provide for teaching literacy across the curriculum - Implement LDC strategies - Begin incorporation into the CCGPS teaching and learning environment 	PL-2 C-1 C-2 C-3 A-1 A-2 A-3 I-1 I-2 I-3 PO-1 PO-2 PO-3 SFC-1 SFC-2 SFC-3 PL-1 PL-2 PL-3 L-1 L-3	LDC PL sessions- Gates Foundation - \$20,000	Lodging, travel and other expenses to attend and redelivery LDC – Gates Foundation - \$20,000 OK RESA staff Assistant Superintendent for Achievement	,Assistant Superintendent for Achievement, High School Principal High School Mathematics Instructional Coach, Middle School Principals, Middle School Instructional Coaches	Continuous from August, 2011	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	CRCT, GHSGT, EOCT, Writing Assessments individual student, school and system summary reports Growth in increased individual students and AYP sub-groups achievement as evidenced through diagnostic tests, unit tests and post tests reports