



LEA Implementation Plan for

Candler County

2008-2009

Name of System

School Year

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

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

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

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

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

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

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

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

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

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

- **Annual Measurable Objective(s): Improve services and outcomes for all SWD.**
- **Focus on reading and math instruction for all at-risk students with an emphasis on SWD.**

Performance Goal	Actions/Strategies/ Interventions or Programs	GSS	NCLB Goal #	IDEA Goal #	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source, funding cycle 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)
Focus on instruction in reading and math for at-risk students	Continue to provide interventions (double-dose segments) for reading and math for SWD during, and after school utilizing Touch Math®, Study Island, Classworks, STEEP, SRA Reading and Orchard Instructional materials.		1,2, 3, 5		Extended year and T-1 funds. Contracted services (Consultant /Coach) Six Elements of an Exemplary Math Lesson, Directed Literacy Strategies	Study Island, Orchard, Classworks \$50,000. Books, materials: Title IIA, local, Title-I FDRESA, Local District Directors	Principals, Consultants, Lead Learners, Academic Coaches, Secondary Literacy Teacher SpEd Director, District SpEd Coordinator	On-going throughout the year	Formative and summative test results. Progress Monitoring	Probes and Progress Monitoring of Objectives / Standards	On grade-level mastery of standards-based benchmark assessment

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Focus on instruction in reading and math	Continue Differentiated Instruction for all SWD teachers with emphasis on small group instruction, scaffolding strategies, and Directed Literacy strategies. Identify and monitor learner's needs by implementing a screening program in Reading and Math for students in grades PK-5. Reduce SST referrals through early identification of students with math / reading problems		1, 2, 3, 5		Title I, Title-IIA Funds Differentiated instruction training by local Director and Trainers Implement Screening to Enhance Educational Progress (STEEP), Headsprout and Classworks	FDRESA and locally trained personnel VI-B flow through funds GLRS Resources, STEEP assessment training workbook \$1500 stipend for STEEP coordinator	Principals, Academic Coaches, Literacy Director, selected Teachers, SpEd Director and SpEd Coordinator, STEEP coordinator, Interventions Coordinator, Curriculum Director,	Pre-planning and Instructional days August 2008, January 2009, implementation and screening; maintenance ongoing	Observation via Rubric Screening Test, STEEP Evaluation	Documentation and observation of strategies used in classrooms. # books read with fluency Weekly STEEP testing	Observations of flexible grouping and mastery of standards-based assessment. STEEP observation rubric, Progress with learner's mastery of standards
Improve post-school outcomes for all SWD.	Students with disabilities will be exposed to the same guaranteed viable curriculum as general education students to the maximum extent possible with an increase of inclusion (math) in the lower grades. Provide time for SWD teachers to meet with Content-focused PLCs to increase Standards-based Instruction objectives.		1,5	1	Analyzing Formative assessments Inclusion training	Title-I funds RESA consultant Substitutes \$2,000 FDRESA, Interventions Coordinator salary	Teachers, Lead Learners Interventions coordinators, Consultant Principals, Board Leaders	On-going throughout school year	Class grades, student work, test results, classroom observations	Unit review forms and standards-based observation forms.	Student work portfolios or records indicating mastery of standards

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Improve services for young children with disabilities.	Employ Parent Liaison Coordinator to increase parent participation in special education meetings and increase awareness of strategies to utilize in the home setting.			2	Attend State training Local staff development funds	Materials received at Training sessions Local/State Grant	SpEd Coordinator	On-going throughout the school year	Samples of Agenda, anecdotal notes, and parent surveys	Roster from training of Specific Topic sessions conducted by Parent Liaison Coordinator	Results from survey feedback and Parental support for increased student –engagement within the Standards-based classroom.