



LEA Implementation Plan for Stewart Co. 2010-2011

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.

Stewart County Elementary School

Annual Measurable Objective(s): You will need to develop annual measurable objectives for each of the goals listed above. You may have more than one AMO for each goal. Please consult the NCLB and IDEA guidance on the Consolidated Application Website for performance indicators for each goal. Consideration should be given to the following when developing AMOs:

Specific Academic Areas within Content (i.e., domains) and Subgroups (i.e., Special Education, LEP, etc.) to Address (based on analysis of the Comprehensive Plan (NCLB Descriptors) information, the AYP Report, and Performance Data from the Profile over the last three years).

- 2010 CRCT results indicated that 92.5% of all students in 1-2 grades met or exceeded expectations on the reading portion of the test, it is our goal to maintain the AMO or show progress yearly throughout the 2013 fiscal year.
- 2010 CRCT results indicated that 92.5% of the economically disadvantaged students in grades 1-2 met or exceeded expectations on the reading portion of the test, it is our goal to maintain the AMO or show progress yearly throughout the 2013 fiscal year.
- 2010 CRCT results indicated that 92% of the number of black students in grades 1-2 met or exceeded expectations on the reading portion of the test, it is our goal to maintain the AMO or show progress yearly throughout the 2013 fiscal year.
- 2010 CRCT results indicated that 88.5% of all students in grades 1-2 met or exceeded expectations on the language arts portion of the test, it is our goal to maintain the AMO or show progress yearly throughout the 2013 fiscal year.
- 2010 CRCT results indicated that 88.5% of the number of economically disadvantaged students in grades 1-2 met or exceeded expectations on the language arts portion of the test, it is our goal maintain the AMO or show progress yearly throughout the 2013 fiscal year.
- 2010 CRCT results indicated that 88% of the number of black students in grades 1-2 met or exceeded expectations on the language arts portion of the test, it is our goal to maintain the AMO or show progress throughout the 2013 fiscal year.

- 2010 CRCT results indicated that 88% of the number of all students in grades 1-2 met or exceeded expectations on the mathematics portion of the test, it is our goal to maintain the AMO or show progress throughout the 2013 fiscal year.
- 2010 CRCT results indicated that 88% of the number of economically disadvantaged students in grades 1-2 met or exceeded expectations on the mathematics portion of the test, it is our goal to maintain the AMO or show progress throughout the 2013 fiscal year.
- 2010 CRCT results indicated that 87.5% of the number of black students in grades 1-2 met or exceeded expectations on the mathematics portion of the test, it is our goal to maintain the AMO or show progress throughout the 2013 fiscal year.

- 2010 CRCT results indicated that 89.8% of the number of all students in grades 3-5 met or exceeded expectations on the reading portion of the test, it is our goal to maintain the AMO or show progress throughout the 2013 fiscal year.
- 2010 CRCT results indicated that 89.8% of the number of economically disadvantaged students in grades 3-5 met or exceeded expectations on the reading portion of the test, it is our goal to maintain the AMO or show progress throughout the 2013 fiscal year.
- 2010 CRCT results indicated that 89.4% of the number of black students in grades 3-5 met or exceeded expectations on the reading portion of the test, it is our goal to maintain the AMO or show progress throughout the 2013 fiscal year

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- 2010 CRCT results indicated that 87.3% of the number of all students in grades 3-5 met or exceeded expectations on the language arts portion of the test, it is our goal to maintain the AMO or show progress throughout the 2013 fiscal year.
- 2010 CRCT results indicated that 87.3% of the number of economically disadvantaged students in grades 3-5 met or exceeded expectations on the language arts portion of the will test, it is our goal to maintain the AMO or show progress throughout the 2013 fiscal year.
- 2010 CRCT results indicated that 86.8% of the number of black students in grades 3-5 meeting or exceeding expectations on the language arts portion of the test, it is our goal to maintain the AMO or show progress throughout the 2013 fiscal year.

- 2010 CRCT results indicated that 85.7% of the number of all students in grades 3-5 met or exceeded expectations on the mathematics portion of the test, it is our goal to maintain the AMO or show progress throughout the 2013 fiscal year.
- 2010 CRCT results indicated that 85.7% of the number of economically disadvantaged students in grades 3-5 met or exceeded expectations on the mathematics portion of the test, it is our goal to maintain the AMO or show progress throughout the 2013 fiscal year.
- 2010 CRCT results indicated that 85.1% of the number of black students in grades 3-5 met or exceeded expectations on the mathematics portion of the test, it is our goal to maintain the AMO or show progress throughout the 2013 fiscal year.

- 2010 CRCT results indicated that 60.6% of the number of all students in grades 3-5 met or exceeded expectations on the science portion of the test, it is our goal to show a 5% increase from 60.5% to 65.5% in 2011.
- By 2012 the number of students in grades 3-5 meeting or exceeding expectations on the science portion of the CRCT will increase by 5% from 65.5% to 70.5%.
- By 2013 the number of students in grades 3-5 meeting or exceeding expectations on the science portion of the CRCT will increase by 5% from 70.5% to 75.5%.

By 2013 all students will be proficient on the 5th Grade Writing Assessment.

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)
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<p>Curriculum guides will be aligned and developed to provide a consistent framework of instruction for all students.</p>	<p>Develop comprehensive curriculum guides for reading and language arts to include maps, units, and daily lesson plans that encompass all GPS standards and elements and assessment periods.</p>	<p>C1. 1,2,3</p>	<p>1,2,5</p>	<p>1,3</p>	<p>Course Guide training – ELLA Unpacking GPS – RESA Staff \$1000</p>	<p>Substitutes for teacher release: RESA staff T-IIA, local</p>	<p>Central Office Principals Curriculum AP’s Curriculum Coordinator Teachers</p>	<p>Central Office Principals Curriculum AP’s Teachers</p>	<p>with GPS Phase-in Plan 2010-2013</p>	<p>Administrative evaluations, Focus Walks, Lesson Plans</p>	<p>Guides developed; Benchmark assessments of student learning; portfolios with student as developed;</p>
<p>Instructional design and implementation are clearly aligned with the state (GPS) and district curriculum and expectations for learning.</p>	<p>Teachers will plan collaboratively in whole faculty study groups in ELA,, writing, and math, grade level meetings, and with math coach for curriculum implementation of researched based teaching strategies, and core content.</p>	<p>C2. 1,2</p>	<p>1,2,5</p>	<p>1,3</p>	<p>Training – consultant expenses: T-IIA 2011 \$4500</p>	<p>Unit/Mapping Software, WFSG Artifacts and Guidebook T-IIA, Teacher Stipends: T-V</p>	<p>Central Office Curriculum AP’s Teachers, Principal</p>	<p>Central Office Curriculum AP’s Teachers, Principal</p>	<p>Corresponds with GPS Phase-in Plan</p>	<p>Teacher logs, Action Plans, Student work, maps. Teacher evaluations</p>	<p>Benchmarks, Formative Assessments, Performance Assessments</p>
<p>Teachers engage in a collaborative planning for curriculum implementation to ensure that they agree on core content and required student performances.</p>	<p>Administrators, coaches, and members of the leadership team will monitor and evaluate the implementation of the curriculum. Teachers collaborate and develop weekly plans, for instruction in whole faculty study groups using GPS standards as a guide. Teachers in wfsg effectively link the standards in reading and language arts to students’ learning needs and research teaching strategies that effectively meets all students’ need</p>	<p>C3. 1,2</p>	<p>1,2,5</p>	<p>1,3</p>	<p>WFSG Training-Consultant expenses – Teachers stipends & registration Title II-A</p>	<p>Software, Handbooks</p>	<p>Curriculum AP’s Coaches</p>	<p>Curriculum AP’s Coaches Technology coordinator AP, Principal, Lead Teachers</p>	<p>Corresponds with GPS Phase-in Plan</p>	<p>Administrative evaluations</p>	<p>Student Data Formative & summative assessment data, benchmark data, progress monitoring data</p>

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Annual Measurable Objective(s):

- **By 2011, the percent of students in Grades 3-8 meeting the standard will meet or exceed the State Annual Measurable Objective on the CRCT in Math. (58.30%)**
- **By 2012, the percent of students in Grades 3-8 meeting the standard will meet or exceed the State Annual Measurable Objective on the CRCT in Math. (66.70%)**
- **By 2013, the percent of students in Grades 3-8 meeting the standard will meet or exceed the State Annual Measurable Objective on the CRCT in Math. (66.70%)**

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)
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<p>Curriculum guides will be developed to provide a consistent framework of instruction for all students.</p> <p>Instructional design and implementation are clearly aligned with the GPS and district curriculum.</p>	<p>Teachers will develop comprehensive math guides which include maps, units, and lesson plans encompassing the GPS.</p>	C1.1,2	1,2,5	1,3	Unpacking Math GPS, America's Choice Training	Math Coach TI (\$3000) PL Books: T-I, T-IIA(\$2500)	Central Office Staff Principal	2010-2013	Standardize d math test data; observations ; unit test development	Observation notes, Units/lessons developed, peer review notes, ALEKS on line, Coach Connected, Progress Monitoring	Formative, Summative Assessment,
	<p>Teachers will work together in whole faculty study groups planning and in grade level meeting along with the Math Coach for implementation of research based strategies in math processing skills and problem solving skills. The curriculum will be aligned to GPS.</p>	C1, I1, PL 1,2, I 2.1,2,3			Making Standards Work WFSG Training Title II A	Making Standards Work Handbook, WFSG Handbook	Central Office Staff Principal Teachers Math Coach	Correspo nd to GPS phase in plan	Math test scores	Units/lessons developed, Action Plans, Teacher Logs, Focus Walks	Formative Assessments , Summative Assessments
	<p>Teachers will monitor and evaluate students using a variety of assessment tools. Progress monitoring will be on going.</p>	A 1.1, 2.1,2					Principal Curriculum AP SWAT				
	<p>As a results of progress monitoring, students will receive intervention and differentiated instruction as needed. Interventions will be provided in the classroom and computer lab.</p>	A1,2,3	1,2,5	1,3							
<p>Frequently monitor math instruction to ensure pacing with benchmarks.</p> <p>Identify and utilize diagnostic math assessments to remediate identified student skill needs 1-5. All criteria listed above applies to all subgroups.</p>	A2.1	1,2,5	1,3	Developing Assessment Instruments Steep Training Title II A Interpreting Student Data	Assessment Software STEEP \$1500 and Training Assessment Handbooks \$300	Curriculum Director, Principal, AP	2010-2013	STEEP, Formative and Summative Assessments Data by subgroups	Samples of Students' work, Assessments STEEP Results	STEEP Results, CRCT, ITBS, Formative Assessment Student Data	

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<p>Effective assessment systems are aligned to curriculum and instruction</p>	<p>An assessment system will continue to be implemented to measure performance standards. Teachers will work collaboratively in WFSG to design assessment practices to determine students' progress.</p>	<p>A 1, 1,2,3</p>	<p>1,2,5</p>	<p>1,3</p>	<p>Training on Assessment Tools/Rubrics Title II-A</p>	<p>STEEP Assessment Materials, DIBELS Assessment Materials</p>	<p>Curriculum Director, AP, Principal, Assessment Team</p>	<p>2010-2013</p>	<p>STEEP, DIBELS, Formative Assessments, Summative Assessments, ALEKS, Progress Monitoring, Unit Test, Coach Connected</p>	<p>Action Plans, Logs, Samples of Student Work, Assessment Results</p>	<p>Student Data</p>
<p>A variety of effective and balanced assessment techniques are systematically implemented by all teachers.</p>	<p>Variety of formative, summative, and performance assessments are implemented to provide feedback for students, parents, teachers, and other stakeholders</p>	<p>A 2,1,2,3</p>	<p>1,2,5</p>	<p>1,3</p>							
<p>Assessments and data are analyzed for continuous improvement of each student, and subgroup of students.</p>	<p>Teachers in WFSG using the decision making cycle will analyze summative data to determine goals for students and subgroups of students. WFSG also analyze a variety of formative data to determine all students' needs and progress and provide feedback to students, parents, and stakeholders. The Leadership team will analyze and monitor student data and provide feedback to teachers, students, parents, and other administrators.</p>	<p>PL1.1, 2,3 L 2,1,2,3</p>	<p>1,2,5</p>	<p>1,3</p>				<p>2010-2013</p>		<p>Scheduling, Action Plans, Logs, Assessments, Rubrics</p>	<p>Student Data</p>
<p>Planning and organization contributes to a focus of the operation of the school which ensures the attainment of high standards and high expectations of learning for all students.</p>	<p>The school's mission, vision, and beliefs reflect high expectations of students and are evident throughout the school and community. The school vision and mission statements synthesize the focus of the whole school and reflects and consensus and understanding among all administrators, faculty, staff, parents, community, and students. A current school improvement plan is available and was developed with input from stakeholders.</p>	<p>PO 4, 1,2,3</p>	<p>1,2,5</p>	<p>1,3</p>	<p>SIP/GSS Training, Leadership Training, SACS Conferences, School Council, SST Training Title II-A Title I Local funds \$2500</p>	<p>Georgia School Standards Software, SACS Handbook, School Council Handbook</p>	<p>Central Office, Federal Program Director, Principal, AP</p>	<p>2010-2013</p>	<p>DIBELS, CRCT, STEEP, ITBS, Formative Assessments Rubrics</p>	<p>SACS/SIP, School Council Meeting Participation, GSS Rubrics</p>	<p>Student Data, Parent and Stakeholder Participation</p>
<p>Collaborative planning involving the district and the school is present in all aspects of fiscal management and resource distribution.</p>	<p>The district will sponsor an annual Board Retreat to discuss issues effecting schools operations with school level administrators. Supt. will meet monthly to collaborate with administrators.</p>								<p>Teacher/Parent/Student Surveys, Documentations from meetings, Student Handbooks</p>		

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<p>Staff communicates rules, policies, and procedures to ensure a safe, productive, learning environment throughout the school and communities</p>	<p>Teachers will review and discuss rules, guidelines, and procedures with their students. Rules, policies, and procedures will also be discussed with parents and other stakeholders during PTO meetings, School Council meetings, parent conferences, attendance meetings, SST/RTI conferences, parent workshops, and IEP, bhavioral meetings.</p>	<p>PO 4.1,2,3</p>	<p>1,2,5</p>	<p>1,3</p>	<p>Leadership training Title II A \$1000</p>	<p>Harben & Harley Training, GDOE Training, RESA Consultants, RTI Training</p>		<p>2010-2013</p>	<p>Stakeholder Participation</p>	<p>PTO Rosters, School Council Minutes, Parent Conferences Notes, Student Handbook, RTI Schedules, Discipline Free Day, 4 Schoolwide Behavioral Rules</p>	<p>PTO rosters, Parent Conference Documentation</p>
<p>The school as a community of learning involves parents and community members as active participants.</p>	<p>More volunteers will be encouraged to offer their expertise and share their talents and resources with students to enhance student learning.</p>	<p>SFC 1.1,2,3</p>	<p>1,2,5</p>	<p>1,3</p>	<p>Parent Coordinator Training \$500 Title I</p>	<p>Farmers State Bank, Mead, Stewart Webster Hospital</p>	<p>Curriculum Director, Principal, AP, Parent Coordinator</p>	<p>2010-2013</p>	<p>Participation from local agencies, School Council, PTO, Open House</p>	<p>Embracing Our Community", School Celebrations, Student of the Month</p>	<p>Student Data, Discipline Referrals</p>
<p>Professional Learning Community will be functional and focused on continuous improvement.</p>	<p>The school will encourage and solicit feedback from parents, students, and community stakeholders when making decisions. The school will establish an active partnership with local agencies which will serve as a valuable resource to satisfy community needs. Administrators and teachers will embrace the context for professional learning that improves results for student by designing and engaging in cycles of inquiry, reflection, analysis, and action. Teachers will participate in WFSG throughout the year planning instruction regularly based on GPS. WFSG will develop Action Plans, teacher's logs, plan instruction, research teaching strategies, examine student work, monitor student progress, develop a variety of performance assessments, align the curriculum, and set goals. Resources, materials, technology, time, and training will be provided by the administration.</p>	<p>PL2. 1,2,3,4</p>	<p>1,2, 5</p>	<p>1,3</p>	<p>WFSG Training Title IIA \$1,000</p>	<p>WFSG Handbook Title II A</p>	<p>Central Office, Principal, AP, Curriculum Director</p>	<p>2010-2013</p>	<p>Community", School Celebrations, Student of the Month Breakfast, Math Family, Night</p>	<p>Parent Sign in Sheet Teachers' Logs, Action Plans, Lesson Plans, Teacher Observation, Focus Walks</p>	<p>Student Data</p>

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<p>The principal and school administration provides leadership and is committed to high expectations for student achievement for all students.</p>	<p>The principal and school administrators will continue to broaden their understanding of GPS, curriculum, assessment, and instruction through professional development. Administrators will assist teachers when analyzing and utilizing data, and set high expectations for students and staff.</p>	<p>L2,3,4,5</p>	<p>1,2,5</p>	<p>1,3</p>	<p>Leadership Training (RESA,GAD OE GLRS)</p>	<p>Leadership Teams Resource Materials, Teacher and Student Handbooks, GPS Title I \$500</p>	<p>Central Office, Principal, AP</p>	<p>2006-2013</p>	<p>Central Office, Principal, AP</p>	<p>Handbooks</p>	<p>Student Data</p>
<p>School Leadership is distributed and school improvement is viewed as a collective responsibility.</p>	<p>The School Leadership Team, Instructional Council, and WFSG will meet on a regular basis to solve problems and make decisions concerning GPS. During these meeting team members will articulate problems or issues that effect students' learning and come up with a workable solution. These teams will also study data and ensure the implementation of the SIP.</p>	<p>L 4.1,2,3</p>	<p>1,2,5</p>	<p>1,3</p>	<p>Classroom Management Skills, Conflict Resolutions Data Interpretation Training Title II A \$1000</p>	<p>Resource Materials \$500</p>	<p>Central Office, Leadership Team, Principal, Assistant Principal, Curriculum</p>	<p>2006-2013</p>	<p>Minutes from Leadership Meetings, Instructional Council Minutes ,GPS</p>	<p>Minutes from Committee Meetings</p>	<p>Student Data</p>
<p>The school culture is pervasively academic with an evident focus on learning for students and educators.</p>	<p>The school will continue to provide an atmosphere that is committed to academic growth and achievement for all learners. The school will continue to solicit support from the afterschool program for remediation and from stakeholders for outside resources. The mission statement, visions, and beliefs will be held to high standards and communicated to all school personnel, students, and stakeholders. The overall school culture will support and enhance the social and emotional growth of all learners</p>	<p>SC1.1,2,3</p>	<p>1,2,3</p>	<p>1,3</p>		<p>Survey Title I</p>	<p>Principal, AP, Central Office</p>	<p>2010-2013</p>	<p>Teacher, Parent, Student Surveys,</p>	<p>Newsletter, materials</p>	<p>Student and Parent Surveys</p>
<p>School rules, practices, and procedures foster a sense of community and belonging to ensure an opportunity to teach and learn. Professional development opportunities for some staff to develop and use their leadership skills are evident.</p>	<p>The teachers, students, and administrators will celebrate and acknowledge their academic achievements and productivity. A well balanced instructional program will be maintained at the school. Staff members will attend GLISI Training and SACS Advanced.</p>	<p>SC2.1,2,3</p>	<p>1,2,5</p>	<p>1,3</p>	<p>Title II A</p>		<p>Principal, AP, Teachers</p>		<p>Mission Statement, Vision, Belief</p>	<p>School Celebrations, AYP Celebration</p>	<p>Survey Results</p>
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