

LEA Consolidated Application

District Code: 758
 Fiscal Year: 2015

District Name: Wilkinson County

Implementation Plans

Performance Goal

IDEA Performance Goal 1

Improve post-school outcomes for students with disabilities.

Annual Measurable Objective

The Program for Exceptional Children will engage stakeholder awareness of the need to increase our graduation rate for our community and to increase transitional services.

Implementation Plan Descriptions

Plan1

Will conduct a minimum of 2 PEC Parent Chat Night per campus each semester; Host Graduation Transitional Workshop; Will conduct walk for Literacy Day to increase stakeholder awareness of transitional sciences and graduation requirements.

Plan2

Not Applicable

Plan3

Not Applicable

Plan4

Food for parents and Child Care for PEC Chat Nights; Public Safety Escorts, Door Prizes, Volunteers and a Brochure for Community Involvement Rally, Postage for invitations and food for parent attendees for Transitional Workshop

Plan5

Sped director, sped team leaders, school administrators

Plan6

2 events per school semester

Plan7

parent sign-in sheets

Plan8

Not Applicable

Plan9

Increases graduation rate; increase transitional rate and parent involvement

Are Implementation Plan Descriptions Revised?

Performance Goal

IDEA Performance Goal 2

Improve services for young children (ages 3 - 5) with disabilities.

Annual Measurable Objective

Improve services for young children (ages 3-5) with disabilities.

Implementation Plan Descriptions

Plan1

Students will be exposed to language, communication and early literacy skills so that the district percentage of young children (ages 3-5) with disabilities will be more closely aligned with their peers. This will be done by increasing scores on the PPVT and increased progress with work-sampling on-line.

Plan2

Not Applicable

Plan3

Response to Intervention Techniques

Plan4

Staff Development Opportunities; Parent Involvement Awareness, Teacher Release Time

Plan5

Sped Director, Lead Sped Teacher, Reg. Ed. PreK Teacher, Administrators, Building Level Principals, PreK Coordinators, ERF Staff

Plan6

2014-2015

Plan7

Periodic Review

Plan8

Review of PPVT Scores and # of Referrals to Special Education

Plan9

Decreased Referrals & Higher PPVT Scores for PreK Students

Are Implementation Plan Descriptions Revised?

Performance Goal

IDEA Performance Goal 3

Improve the provision of a free and appropriate public education to students with disabilities.

Annual Measurable Objective

Improve the provision of a free and appropriate public education to students with disabilities.

Implementation Plan Descriptions

Plan1

A. Increase the percentage of students who are evaluated and determined eligible for special education within 60 days. B. Increase the percentage of students with disabilities who receive their instruction in the general education setting with appropriate supports and accommodations. C. Increase the performance of student with disabilities on statewide assessments when given appropriate accommodations. D. Decrease the percentage of students with disabilities who are removed from their school or placements for disciplinary reasons E. Decrease the disproportionate representation of students with disabilities due to inappropriate policies, procedures, and practices. F. Increase the percentage of parents of children receiving special education services who report that schools encouraged parent involvement to improve results for students with disabilities.

Plan2

Curriculum Standards 1, 2, & 3 Instruction Standards 1, 2, & 3 Assessment Standards 1, 2, & 3 Student, Family & Community Support Standards 1, 2, & 3 Professional Learning Standards 1, 2, & 3 Leadership Standards 1, 2, 3, & 4

Plan3

A. Go IEP GA On-line Redelivery training from teachers that received training in the Summer B1. Schedule in-house visits for inclusion teachers to observe successful co-teaching in this system. (no cost) B2. Train registrar in inclusive scheduling. (capacity funds) B3. Schedule cooperative planning time for teachers. (no cost) C. Provide staff development and support in math instruction to general and PEC teachers D. Review disciplinary procedures for PEC with principals and asst. principal E1. Monitor FTE count procedures E2. Administer test of phonological processing to all students who are evaluated. E3. give a detailed explanation of testing procedures and results at each eligibility meeting. E4. compare the number of referrals this year to those from last year. F1. Increase parent participation and visitation in classes during instructional time. F2. Schedule parent workshops in specific disability areas. F3. Conduct parent meetings to facilitate increased parental input into the IEP process.

Plan4

A. No Cost B. Registration fees \$2000 C. GLRS Staff & Create A Vision - Capacity funds & Title I, Title IIA, V, VIB D. None E. None F1. None F2. Child care & refreshments (volunteers) F3. Child care & refreshments

Plan5

A. PEC Director & PEC Teachers B. PEC Director & Principals C. PEC Director, Math Coach D. PEC Directors, Principals, PEC Teachers E1. PEC Director, Principals & Registrars E2. School Psychologist E3. School Psychologist & PEC Director E4. PEC Director School Psychologist F1. School staff, teachers, administrators F2. PEC staff F3. PEC staff and administration

Plan6

2014-2015

Plan7

A. Monthly review of timeline data B1. Observation & feedback B2. Redelivery where appropriate B3. Review of master schedules C. Test data D. Communication with principals about discipline problems involving PEC students E1. Track and review FTE data before it is submitted; Go IEP GA OnLine E2. Test results as reported by school psychologist E3. Test results as reported by school psychologist E4. Monthly timeline results F1. Visitor's logs at schools F2. Teacher communication F3. Sign in sheet to monitor attendance; follow up on suggestions or comments F4. Sign in sheet to monitor attendance; follow up on suggestions or comments

Plan8

A. timeline forms; redelivery B1. Schedule for visits B2. Scheduling for PEC students B3. Scheduling of cooperative planning for PEC & Regular Ed teachers C. Student work D. Discipline records E1. Go IEP GA Online IEP/PowerSchoolData E2. TOPA (Test of Phonological Awareness) E3. Test data E4. Test data F1. Visitor's Logs; parent concerns F2. Sign in sheets; suggestions/ comments/ concerns F3. Sign in sheets; Suggestions/ comments/ concerns

Plan9

Increase test scores of students with disabilities; increased graduation rate of students with disabilities

Are Implementation Plan Descriptions Revised?

Performance Goal

IDEA Performance Goal 4

Improve compliance with state and federal laws and regulations.

Annual Measurable Objective

The Program for Exceptional Children will implement a local Procedural Manual for Georgia Rules for Special Education.

Implementation Plan Descriptions

Plan1

PEC Leadership Team will meet bi-monthly to develop a practical guide for implementing the Individuals with Disabilities Educational Act (IDEA) 2014-2015; PEC Leadership Team will train each school level department on Georgia Rules for Special Education 2014-2015; PEC Leadership Team will monitor the procedural processes by using the due process checklist 2014-2015;

Plan2

Not Applicable

Plan3

PEC Leadership Training

Plan4

Binders (PEC Funds); Release time for teachers (Professional Development)

Plan5

PEC Leadership Team

Plan6

September 2014-May 2015

Plan7

Due Process Checklist; PEC Local Procedural Timelines

Plan8

Sign-In Sheets; Agendas; Minutes

Plan9

Positive rating on state performance indicators

Are Implementation Plan Descriptions Revised?

Performance Goal

NCLB Performance Goal 1

All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics

Annual Measurable Objective

1. Improve student achievement in math while closing the achievement gap with students with disabilities. 2. Improve student achievement in reading/ELA while closing achievement gap with students with disabilities.

Implementation Plan Descriptions

Plan1

1a. Improve teacher content knowledge and instructional best practices K-12; 1b. Improve teacher content knowledge and integration of technology K-12; 1c. Close the achievement gap for students with disabilities K-12; 1d. Transition into the implementation of the Georgia Milestone Assessment for grades 3-12. 2a. Improve teacher content knowledge and instructional practices K-12; 2a. Improve teacher knowledge in reading research, research based instructional strategies, benchmark testing, and progress monitoring K-3 2b. Improve teacher knowledge in CCGPS differentiated instruction, and meeting the needs of diverse learners; 2c. Close the achievement gap for students with disabilities K-12; 2d. Transition into the implementation of the Georgia Milestone Assessment for grades 3-12.

Plan2

Curriculum Standards 1, 2, & 3 Instruction Standards 1, 2, & 3 Assessment Standards 1, 2, & 3 Professional Learning Standards 1, 2, & 3 Leadership Standards 1, 2, 3, & 4

Plan3

1a.,1b., 1c.1d. : Oconee RESA consultant work with 9-12 teachers on content identified as weaknesses in student data, technology integration, CCGPS training and re-delivery, Integration of technology and research based instructional practices and Re-delivery of state training and seminars provided by Oconee RESA and K-12 Instructional Support Specialists (K-12 ISS) 2a., 2b., 2c., 2d: CCGPS Professional Learning Opportunities in all academic content areas, Re-delivery of state training and seminars provided by Oconee RESA and K-12 Instructional Support Specialists, Professional Learning in Writing for grades K-5 through Title I funds. Professional Learning communities facilitated by K-12 School Improvement Specialists including development of benchmark assessments and shared high quality lessons.

Plan4

1a. Oconee RESA – services included in membership, no additional cost 1a. \$50,000 – Title I, IIA, IID, V, VI ; K12 Instructional Support Specialist professional development 1b. Employing Educational Technologist Specialist (FY14)1d. GLRS 1e. Title IIA and Professional Learning 1f.2a. Literacy Coach, Instructional Materials, Reading/Math Coach 2a, 2b, 2d. professional learning time, study group materials; 2c. inclusive settings (Scheduling)--no cost

Plan5

1a. Principals & Assistant Principals, 1b. Principals & Educational Technology Specialist 1c. Academic Coach, principals, PEC Staff, K-12 ISS, 1d. K-12 ISS, Principals, Administrators, Testing Coordinator 2a. Academic Coach, Principals, K12 ISS, Administrators 2b. & 2c. Principals, Asst. Superintendent, Superintendent, PEC Director 2d. K-12 ISS, Principals, Administrators, Testing Coordinator

Plan6

1a, 1b, 2a, 2b: Monthly professional learning sessions
1d & 2d: 2014-2015
1c. & 2c. Continuously

Plan7

1a, 2a, 2b: teacher observation, curriculum alignment document, CCGPS units; CCGPS Integration 1b. teacher observation, individual teacher feedback, prof. learning evaluation, TKES, observe cooperative planning, lesson plans 1c. prof learning records, Class rosters, PEC student academic data disaggregation 1d, 2d: Testing calendar, GMAPS integration; disaggregation of test

Plan8

1a, 1b, 2a, 2b: student work, curriculum allgnment, CCGPS units and integration, benchmark testing, technology integration 1c, 2c: LoTI, CCGPS units, lesson plans, IEP goal mastery, co-teaching instruction, test data disaggregation 1d,2d: Testing Calendar; completion of GMAP administration; testing data disaggregation

Plan9

Student achievement; increase graduation rate

Are Implementation Plan Descriptions Revised?

Performance Goal

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

Annual Measurable Objective

3. Improve achievement of ELL Students in reading and math

Implementation Plan Descriptions

Plan1

3a. ELL Services 3b. Instructional software

Plan2

Curriculum Standards 1, 2, & 3 Instruction Standards 1, 2, & 3 Assessment Standards 1, 2, & 3 Professional Learning Standards 1,, 2, & 3 Leadership Standards 1, 2, 3, & 4

Plan3

3a. ELL endorsement Title IIA 3b. Study Island training for teachers – cost included in purchase;

Plan4

3a. registration, stipend, books, \$3000 per teacher 3b. upgrade computer hardware, software \$200,000 – funding - local, e-rate, reading & math, ELL

Plan5

3a. PEC Dir. with ELL responsibilities 3b. Asst. Supt. For instruction, technology director principals

Plan6

3a. Ongoing 3b. Ongoing

Plan7

3a. completion of ELL endorsement 3b. student benchmark testing results

Plan8

3a. enrollment records 3b. benchmark testing

Plan9

3a. Highly Qualified Teacher for ELL 3b. Benchmark testing, WAPT

Are Implementation Plan Descriptions Revised?

Performance Goal

NCLB Performance Goal 3

All students will be taught by highly qualified teachers

Annual Measurable Objective

4. Increase the percentage of highly qualified teachers to 100%.

Implementation Plan Descriptions

Plan1

4a. TAPP 4b. GACE 4c. HOUSSE 4d. Teaching Assignment 4e. Coursework 4f. Remediation Plans

Plan2

Planning & Organization Standard 3 Professional Learning Standards 1, 2, & 3 Leadership Standards 1, 2, 3, & 4 School Culture Standards 1 & 2

Plan3

4a. Teacher Alternative Preparation Program through Oconee RESA -\$1500 teacher per year Title IIA 4b. Testing - cost varies according to test - Title IIA 4c. Administer HOUSSE Assessment to veteran teachers - no cost 4d. Schedule teachers for courses that they are qualified to teach - no cost 4e. Teachers take coursework to become highly qualified - teacher pays, and Title IIA 4f. No cost

Plan4

4a. Mentors 4b-f. None

Plan5

4a-c. Asst. Superintendent for Instruction 4d. Principals 4e. Teacher 4f. Asst. Supt. for Instruction

Plan6

4a-f. on-going

Plan7

4a. TAPP progress report 4b. Monitor registration/score reports 4c. Documentation of performance 4d. Monitor schedules 4e. Monitor registration and transcripts 4a-f. updated Highly Qualified reports and individual HIQ plans

Plan8

4a. TAPP report 4b. Test Scores 4c. HOUSSE records & documentation 4d. Master Schedule 4e. Transcripts 4a-e. monitor HIQ reports and develop and monitor individual plans to become highly qualified.

Plan9

4a-f. Highly Qualified Report

Are Implementation Plan Descriptions Revised?

Performance Goal

NCLB Performance Goal 4

All students will be educated in learning environments that are safe, drug free, and conducive to learning

Annual Measurable Objective

5. Implement high quality violence prevention programs and a progressive discipline system.

Implementation Plan Descriptions

Plan1

5a. Continue safe and drug free curriculum through health and science classes. 5b. Continue current discipline systems.

Plan2

Student, Family, and Community Support Standard 1, 2, & 3 Leadership Standards 1, 2, 3, & 4 School Culture Standards 2

Plan3

5a. Bullying and violence intervention program, gang workshops, drug prevention workshops, mentoring 5b. Classroom Management

Plan4

5a-b. Registration - \$2000 per year

Plan5

5a. SDFS Coordinator 5b. Building Principals

Plan6

5. Annually

Plan7

5a-b. Discipline records, hearing officer records, alternative placement data

Plan8

5a-b. Monthly monitoring of discipline and hearing records

Plan9

5a-b. Student survey completion

Are Implementation Plan Descriptions Revised?

Performance Goal

NCLB Performance Goal 5

All students will graduate from high school

Annual Measurable Objective

6. The percentage of students graduating from high school will increase 3% per year.

Implementation Plan Descriptions

Plan1

6a. Credit Recovery with Odyssey ware, After school program 6b. Services of High School Graduation Coach. 6c. Teachers as Advisors 6d. Testing Data analysis 6e. K-12 approach to graduation

Plan2

Curriculum Standards 1, 2, & 3 Instruction Standards 1, 2, & 3 Assessment Standards 1, 2, & 3 Planning & Organization Standards 1, 2, & 4 Student, Family and Community Support Standard 1 & 3 Professional Learning Standards 1, 2, & 3 Leadership Standards 1 & 2 School Culture Standards 1 & 2

Plan3

6a. Training on Odyssey ware - \$1500 6b. Training provided by GDOE/CIS staff development funds - estimate \$5000 6c. Professional Learning opportunities provided; Increased Learning Time (ILT) will be utilized to provided to address academic weakness for all students (SIG Grant requirement) 6d. PowerSchool professional development- \$5000; 6e. Parental Meetings/Professional Development opportunities by K-12 ISS

Plan4

6a. Software \$40,000 - SPLOST, Title II, Title V, Title VIB, Q8E 6b. State support 6c. None 6d. Professional development funds; 6e. Title I, Title II, Title VIB, QBE

Plan5

6a. Asst. Supt. for Instruction, Principals 6-12 6b. Asst. Supt. for Instruction, Principal 9-12 6c. Principal, Career Tech Director, School Counselors, Sped Director 6d. Asst. Supt. for Instruction, Principals, Teachers; 6e. Asst. Supt. for Instruction, Principals, Teachers

Plan6

Ongoing

Plan7

6a. Course completion 6b. Progress check of records 6c. Review of records 6d. Sign in sheets, academic achievement gains, Data Rooms at each school 6e. Knowledge of graduation at all grade levels; parental contacts

Plan8

6a. Odysseyware records, course completion 6b. Records 6c. Advisor/Advise assignments and schedule of meetings, agendas 6d. Sign-in sheets, data rooms, design team/department meetings 6e. continuous input/graduation flyers for all grade levels

Plan9

6a-e. Percentage of students graduating each year.

Are Implementation Plan Descriptions Revised?