

**LEA Consolidated Application****District Code:**

799

**District Name:**

State Schools

**Fiscal Year:**

2014

**Implementation Plans****Performance Goal**

IDEA Performance Goal 1

Improve post-school outcomes for students with disabilities.

**Annual Measurable Objective**

Students will have a successful transition to a positive postsecondary outcome within a year after graduation. All students will have an IEP in place. Students in grade 9 or turning 16 (whichever comes first) will have a transition plan in place that will lead to graduation. In accordance with the IEPs and transition plans, students will be involved in vocational training that will lead to employment after graduation. Students that plan to enroll in post-secondary education programs will receive guidance and support to lead appropriate placement after graduation.

**Implementation Plan Descriptions****Plan1**

IEP teams will convene at least once a year to develop and monitor IEP implementation and transition planning progress. Guidance counselors and vocational rehabilitation counselors will meet with students at least once per quarter to assist students in attaining positive post-school outcomes after graduation.

**Plan2**

Leadership Standard 2: The principal and school administrators exhibit instructional leadership and serve as the lead learners. Element A: Curriculum, Instruction, and Assessment - The principal and school administrators understand and are directly involved in the alignment and implementation of curriculum and assessment, analysis and utilization of data, instruction and monitoring, supervision, coaching and assessment practices to improve instruction.

**Plan3**

Staff will be trained on the implementation of transition plans and IEP goals. School Principals, Assistant Principals for Instruction, and Student Services Coordinators will monitor progress by reviewing IEP goals and monitoring progress being made.

**Plan4**

RESA, GLRS consultants, and Vocational Rehabilitation Services

**Plan5**

School Principal, Assistant Principals for Instruction, Guidance Counselors, and Vocation Rehabilitation Counselors

**Plan6**

2012-2015 school years

**Plan7**

IEP and transition plan review conducted by IEP team. The graduates will be tracked after graduation to monitor the post secondary outcomes. Data will be also be collected and reviewed in the following areas: dropout and retention rates.

**Plan8**

Student Service Coordinators, Guidance Counselors and/or Transition Coordinators will monitor the implementation of the IEP and transition plan for each student. Feedback will then be provided to staff regarding areas of improvement.

**Plan9**

1. Successful implementation of IEP goals and objectives and transition plans. This will occur annually during IEP reviews. 2. All of the graduates will either be employed, will receive further vocational training upon graduation, or will be placed in post secondary education programs

**Are Implementation Plan Descriptions Revised?**

**Performance Goal**

IDEA Performance Goal 2

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

**Annual Measurable Objective**

All referred and appropriately placed 3-5 year old will receive educational and related services that accommodate each student's disability. Staff will develop and monitor individual education plans for each student with targeted goals. The objective is that each student will meet all goals by the end of the school year.

**Implementation Plan Descriptions****Plan1**

All students age 3-5 that are enrolled at the State Schools will be served appropriately. The students must be referred and placed at one of the State Schools. Paraprofessionals will work with the PK teachers to support each student's learning.

**Plan2**

Instruction Standard 4: The instructional organization of the school and of the classroom supports the achievement of students.

**Plan3**

Staff will receive professional learning in the areas of Essentials of Effective Teaching and differentiation of instruction. Content specialists will provide support to teachers that are having difficulty with implementing strategies appropriately.

**Plan4**

RESA, GLRS, and content specialist support

**Plan5**

School Principals and Assistant Principals for Instruction

**Plan6**

2012-2015 school years

**Plan7**

Student progress reports will be completed by teachers. Formative data will be used to ensure that students' goals are met.

**Plan8**

Content specialists will provide intervention/support to teachers as needed.

**Plan9**

The 3-5 year olds will receive appropriate services and will successfully transition to kindergarten.

**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**

All enrolled students will receive a free and appropriate education in accordance with the student's individual education plan.

**Implementation Plan Descriptions****Plan1**

IEP development and IEP implementation

**Plan2**

Instruction Standard 1: Instruction is clearly aligned with the state and district curriculum and expectations for learning. Element C: Student learning needs - Teachers monitor and differentiate instruction as necessary to align with students' learning needs.

**Plan3**

Staff will participate in professional learning that focuses on differentiated instruction and IEP development and implementation. Content specialists will monitor the implementation of strategies learned and provide support as needed

**Plan4**

RESAs, GLRSs, and Georgia Department of Education Division of Exceptional Students staff

**Plan5**

School Principals, Assistant Principals or other designated staff.

**Plan6**

2012-2015 school years

**Plan7**

IEP audits will be conducted annually involving the Focused monitoring process to ensure that all students are receiving a free and appropriate education. In the spring of each year, IEP teams will convene to review student achievement data and to evaluate the progress made toward meeting IEP goals. Instructional staff will utilize achievement data and rubric to monitor the progress of students.

**Plan8**

Georgia Continuous Monitoring Process. Administrators will be responsible for ensuring that compliance is in place for all IEPs.

**Plan9**

Success will be evidenced by the results of the Focused Monitoring Process. This will indicate that all goals have been met for each student. Furthermore, data will be evaluated on the outcomes of IEP meetings in regard to meeting IEP objectives and providing a free and appropriate education.

**Are Implementation Plan Descriptions Revised?**

**Performance Goal**

IDEA Performance Goal 4

Improve compliance with state and federal laws and regulations.

**Annual Measurable Objective**

State Schools will be in compliance with state and federal laws and regulations. Each school will successfully pass audits and reviews conducted by the Georgia Department of Education by the following divisions: Accounting/Procurement and Division of Exceptional Students.

**Implementation Plan Descriptions****Plan1**

Staff will be trained on state and federal laws and regulations that pertain to State Schools. This will include procurement regulations, Title II A reviews, and IEP/IDEA compliance. Complaint procedures will be posted on each school website and internal staff portal.

**Plan2**

Leadership Standard 3: The principal and school administrators provide a supportive learning environment for teachers and students through strong management and organizational skills. Element C: Management – The principal and school administrators establish a set of standard operating procedures, use an organized approach to managing the school, are aware of situations within the school and are able to anticipate and prevent some problems, and make changes in their managerial styles based on situational variables.

**Plan3**

Staff training focusing on state and federal laws and regulations will occur at the beginning of each school year.

**Plan4**

DOE Accounting staff, Division of Exceptional Students staff, and Legal Services staff.

**Plan5**

School Principals

**Plan6**

2012-2015 school years

**Plan7**

Staff will be expected to follow state and federal laws and will be evaluated by Teacher and Leader Keys Effectiveness System (TKES/LKES) and state PMF evaluation instruments.

**Plan8**

School Principals will monitor operations to ensure that state and federal laws and regulations are followed.

**Plan9**

State Schools will be in compliance with state and federal laws and regulation by passing audit reviews.

**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**

All students will participate in the general curriculum and will attain proficiency or better in reading/language arts and mathematics on state assessments.

**Implementation Plan Descriptions****Plan1**

Each school will implement instructional programming that focuses on improving students' reading/language arts and mathematics proficiency. The programming will also include a remediation component.

**Plan2**

Curriculum- Standard 1 The school's curriculum is sequenced and organized to ensure students are taught the essential content as outlined in the Common Core Georgia Performance Standards. Standard 2 Teachers focus on essential content and student performance through collaborative planning for curriculum implementation. Standard 3 Teachers and administrators use a systematic process for monitoring and evaluating implementation of the curriculum. Instruction Standard 1 Instruction is clearly aligned with the state and district curriculum and expectations for learning. Standard 2 Research-based instruction is standard practice. Standard 3 Academic goals are clearly established and challenging for all students. Standard 4 The instructional organization of the school and of the classroom supports the achievement of all students. Assessment - Standard 1 Effective assessment systems are aligned to curriculum and instruction. Standard 2 A variety of effective assessment and evaluation techniques is routinely and systematically implemented. Standard 3 Assessment and evaluation data are analyzed to plan for continuous improvement for each student, subgroup of students, and school as a whole.

**Plan3**

Instructional staff will be provided professional learning to address the following: 1. Implementing professional learning communities to support teacher and student learning 2. Utilizing common planning to develop lesson plans, examine student work, monitor student progress, assess the effectiveness of instruction, and identify needs for professional learning.

**Plan4**

Professional development training provided by the following: 1. RESAs - provide reading endorsement and the Essentials of Effective training 2. DOE Testing Division staff

**Plan5**

School Principals and/or Assistant Principals for Instruction at each school

**Plan6**

2012-2015 school years

**Plan7**

1. Use of professional learning communities logs 2. Data analysis of standardized tests 3. IEP review 4. GTEP evaluations

**Plan8**

School Principals and Assistant Principals for Instruction will meet regularly with content specialists to ensure that monitoring occurs. Content specialists will

School Principals and Assistant Principals for Instruction will meet regularly with content specialists to ensure that monitoring occurs. Content specialists will provide intervention/support to teachers.

**Plan9**

Students will make academic achievement gains on standards assessments in the areas of Reading/Language Arts and mathematics. This will be evidenced by a review of state assessment data.

**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**

There are no limited English proficient students at the State Schools. The State Schools serve blind and deaf or hard of hearing students.

**Implementation Plan Descriptions****Plan1**

There are no limited English proficient students at the State Schools. The State Schools serve blind and deaf or hard of hearing students.

**Plan2**

There are no limited English proficient students at the State Schools. The State Schools serve blind and deaf or hard of hearing students.

**Plan3**

There are no limited English proficient students at the State Schools. The State Schools serve blind and deaf or hard of hearing students.

**Plan4**

There are no limited English proficient students at the State Schools. The State Schools serve blind and deaf or hard of hearing students.

**Plan5**

There are no limited English proficient students at the State Schools. The State Schools serve blind and deaf or hard of hearing students.

**Plan6**

There are no limited English proficient students at the State Schools. The State Schools serve blind and deaf or hard of hearing students.

**Plan7**

There are no limited English proficient students at the State Schools. The State Schools serve blind and deaf or hard of hearing students.

**Plan8**

There are no limited English proficient students at the State Schools. The State Schools serve blind and deaf or hard of hearing students.

**Plan9**

There are no limited English proficient students at the State Schools. The State Schools serve blind and deaf or hard of hearing students.

**Are Implementation Plan Descriptions Revised?**

**Performance Goal**

NCLB Performance Goal 3

All students will be taught by highly qualified teachers

**Annual Measurable Objective**

All teachers and paraprofessionals will be Highly Qualified in accordance with the Elementary and Secondary Education Act (ESEA) of 1965.

**Implementation Plan Descriptions****Plan1**

Through the use of the system level Highly Qualified database, schools will have access to the HQ status of all certified employees. Any employees not considered HQ will need to document the measures they will take to become HQ.

**Plan2**

GSSP Standards 1,2, and 3

**Plan3**

Instructional staff will have access to Title II, Part A funds in order to offset the cost of professional learning activities that lead to becoming HQ. The funding requests will adhere to the guidelines established in the system Title II-A plan.

**Plan4**

Access to local colleges or on-line coursed that provide coursework leading to HQ status.

**Plan5**

School Principals, Assistant Principals for Instruction, and the system Professional Learning Coordinator.

**Plan6**

2012-2015 school years

**Plan7**

A review will be conducted in annually to determine which instructional staff are not HQ. The State Schools will maintain a HQ database containing current HQ info on staff.

HQ info on staff.

#### Plan8

Three month evaluations will be conducted to provide data reflecting which staff are and are not HQ. This will be in the form of a survey and one and one discussions conducted by the Assistant Directors for Instruction.

#### Plan9

The HQ report at the end of the school year will reflect the HQ status of all instructional staff. The HQ report will assist in determination professional learning areas that require focus.

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

Student discipline referrals will be reduced by 10% .

#### Implementation Plan Descriptions

##### Plan1

Students will participate in Character Counts, PBIS and/or Olweus Bullying Prevention programs. Character Counts teaches students how to de-escalate situations that may arise from disagreements or other disruptive situations as well as providing an avenue for students to work through personal issues that may involve safety concerns. The program is school-wide, and the tenants of the program will be focused upon throughout the school year. Olweus works to prevent bullying and foster better peer relationships.

Both programs are school-wide and will be implemented throughout the school year.

##### Plan2

School Culture Standard 2: School rules, practices, and experiences foster a sense of community and belonging to ensure opportunity to teach and learn. Element C: School Rules - School rules explicitly address tolerance and inclusion and provide guidelines for behavior, action, and appropriate consequences. Planning and Organization Standard 4: A safe, productive learning environment is planned and maintained by school staff and administrators. Element D: Behavior Management - A school-wide plan for behavior management is implemented.

##### Plan3

Staff will be trained on how to implement the Character Counts and Olweus programs. Staff will also participate in CPI training.

##### Plan4

In-house trainers will be used.

##### Plan5

School Principals and Assistant Principals or designated staff.

##### Plan6

2012-2015 school years

##### Plan7

Discipline report reviews - Safety walkthroughs. PBIS Surveys, SWIS.

##### Plan8

Behavior specialists will provide intervention/support to students and staff. Administrators will use surveys to conduct climate reviews related to discipline. Results will be shared with school councils, staff, and parents to focus on areas requiring improvement.

##### Plan9

Discipline referrals will decrease by 10%

Are Implementation Plan Descriptions Revised?

#### Performance Goal

NCLB Performance Goal 5

All students will graduate from high school

#### Annual Measurable Objective

All eligible 12th grade students will graduate from high school.

#### Implementation Plan Descriptions

##### Plan1

All students will have an IEP in place. Students 14 years or older will have a transition plan in place that will lead to graduation. IEP teams will convene regularly to develop and monitor IEP implementation and transition planning progress. Students will participate in the general curriculum and receive instructional support to pass the EOCT.

##### Plan2

Leadership Standard 2: The principal and school administrators exhibit instructional leadership and serve as the lead learners. Element A: Curriculum, Instruction, and Assessment - The principal and school administrators understand and are directly involved in the alignment and implementation of curriculum and assessment, analysis and utilization of data, instruction and monitoring, supervision, coaching and assessment practices to improve instruction.

##### Plan3

Staff will be trained on the implementation of transition plans and IEP goals as well as accessing the general curriculum for students.

##### Plan4

RESA and GLRS consultants

**Plan5**

School Principals, Assistant Principals for Instruction, and Student Service Coordinators

**Plan6**

2012-2015 school years

**Plan7**

IEP and transition plan reviews conducted by teachers, staff, and parents. A review of the GHS GT data.

**Plan8**

Student Services Coordinators will monitor the implementation of the IEP and transition plan for each student.

**Plan9**

All eligible 12th grade students will graduate from high school. This will be evidenced by successful implementation of IEP goals and objectives and transition plans as well as passing scores on the EOCT.

**Are Implementation Plan Descriptions Revised?**