

Performance Goal	Performance Indicator	Performance Target	Strategy	Activity	Evaluation
	1.2 The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in mathematics on the State's assessment	To increase the percentage of students scoring basic and above on the Math LEAP 21 and GEE 21	<p>1. Meaningful Engaged Learning</p> <p>2. Strategic Instruction Model</p>	<p>1. African American, Hispanic, SWD – family involvement, inclusion, tutoring, TAI, math lab, Brain Based instruction vocabulary development, 4 Square Writing</p> <p>2. . African American, Hispanic, SWD – family involvement, inclusion, tutoring, math lab, vocabulary development, differentiated instruction, AVID</p>	<p>1. Evaluation/Implementation will be High Stakes Testing. Parent Advisory Councils at schools, Principal/Supervisor Observations, District SACS visit(s), increase in number of students scoring Basic and Above on LEAP, iLEAP, and GEE. LEP students will be tested with the ELDA and will show an increase in the number of students who are Proficient in the English Language. Evaluation of programs for SWD will be High Stakes Testing, Principal/Supervisor Observations, Formal/Informal. Subgroup Profiles for SWD showing an increase in the number of SWD scoring Basic or Above on LEAP, iLEAP, and GEE.</p> <p>2. Evaluation/Implementation will be LEAP, iLEAP, GEE Pre/Post Compass Math, Parent Surveys, Parent Advisory Councils at Schools, Principal/Supervisor Observations (Formal/Informal), Teacher Portfolios, increase in number of students scoring Basic and Above on LEAP, iLEAP, & GEE. LEP students will be tested with the ELDA and will show an increase in the number of students who are Proficient in the English language.</p>
	1.3 The percentage of Title I schools that make adequate yearly progress	To maintain the percent of Title I schools that make adequate yearly progress at 100	1. Meaningful Engaged Learning	1. Family involvement, inclusion, tutoring, TAI, leveled reading, 4 Square Writing, vocabulary development, differentiated instruction	1. Three middle schools and several elementary and high schools will participate in the AVID program. Supervisory Staff assigned to work with specific schools will submit observations each 6-wks to the Superintendent. Data studies by principals, parents, and teachers will be used to identify the weaknesses

Performance Goal	Performance Indicator	Performance Target	Strategy	Activity	Evaluation
			2. Strategic Instruction Model	2. Family involvement, inclusion, tutoring, TAI, leveled reading, 4 Square Writing., vocabulary development, differentiated instruction, AVID	and prepare lessons for subgroups. The observations each six weeks will document the correct use of the District Curriculum Alignment Document. School Improvement Team meetings will be ongoing. Pre/Post tests will be given to students that participate in the AVID program. 2. Evaluation/Implementation will be LEAP, iLEAP, GEE. Parent Surveys, Parent Advisory Councils at schools, Principal/Supervisor Observations (Formal/Informal), Teacher Portfolios, increase in number of students scoring Basic and Above on LEAP, iLEAP, and GEE. LEP students will be tested with the ELDA and will show an increase in the number of students who are Proficient in the English language.
	1.4 The percentage of students with disabilities participating in statewide assessments (IDEA)	To increase the percent of students with disabilities (SWD) participating in statewide assessments	Job-embedded Professional Development	Special Ed. Staff will provide training on identification of students qualifying for alternative assessment. Professional Development (PD) addressing criteria for LAA1 and 2 will be held for all Special Ed. teachers to ensure students are participating in assessment as stated on the IEP.	Special Ed. personnel will review LAA1 and LAA2 criteria. Documentation of inservices and workshops. Special Ed. personnel will monitor IEPs for eligibility and the list of persons responsible. Special Ed. personnel will review training documents to find the percent of teachers trained, Special Ed data profile, subgroup report.
2. All limited English proficient students will become proficient and reach high academic	2.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency	To increase the percentage of LEP students who have attained English proficiency from 11 to 40	Meaningful Engaged Learning	ELL parents get help from ESL teachers. Regular teachers receive Professional Development & ESL strategy handouts with 2 follow-up activities. CAI will be provided to students & parents. Curriculum is	Progress Reports will be given to parents 6 times a year. Work samples will also be sent home & on file in student folders. Lesson Plans will reflect ELDA & GLE's. Content vocabulary will be taught by ESL teachers to assist ELL students in their other classes. ESL teachers will

Performance Goal	Performance Indicator	Performance Target	Strategy	Activity	Evaluation
standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.	by the end of the school year			interactive with emphasis on content vocabulary. ELL students receive instruction from ESL teachers. Non-English receive 1 hr. 2 times a week. LEP receive thirty minutes 2 times a week. IPT is initial placement test. ELDA is exit, using LDE guidelines.	be observed, lesson plans checked, more collaboration with reg. teachers & weekly staff meeting to review documentation. Parent notification and parent permission letters will follow state guidelines.
3. By 2005-2006, all students will be taught by “highly qualified” teachers.	3.1 The percentage of classes being taught by “highly qualified” teachers in the aggregate and in “high-poverty” schools	To increase the percentage of classes taught by “highly qualified” teachers from 93.2 to 100 in the aggregate and 89.2 to 100 in “high-poverty” schools	Meaningful Engaged Learning	8(g), Title II, and Title I funds will pay tuition and/or buy textbooks for Non-certified and “Not Highly Qualified” teachers who are working to achieve NCLB mandates. There is a shortage of competent administrative applicants and monies will be used to certify teacher leaders. Various funding sources offer Professional Development for teachers.	Data will be maintained each semester to ensure teachers have successfully completed required university courses and earned CLUs. Grades and documentation of CLUs will be submitted to principals and/or Director of Personnel. Professional Development portfolios will be compiled by all teachers.
	3.2 The percentage of teachers receiving high-quality professional development	To maintain the percentage of teachers receiving high-quality professional development at 100	Meaningful Engaged Learning	Schools will have Professional Development for teachers, administrators, and/or parents after school and/or job embedded as indicated in SIP. District Professional Development will be conducted on motivational strategies requested by schools per spring 2008 survey.	The District Professional Development Coordinator (DPDC) will monitor and evaluate the Professional Development (PD) activities conducted in the district. The DPDC will monitor ongoing implementation of PD activities. End of the year summary reports from each school will be on file with DPDC documenting inservice and follow-ups. End of year reports will be reviewed by DPDC to determine the impact on student achievement.

Performance Goal	Performance Indicator	Performance Target	Strategy	Activity	Evaluation
	3.3 The percentage of paraprofessionals who are highly qualified	To maintain the percentage of Title I paraprofessionals who are highly qualified at 100	Meaningful Engaged Learning	To continue the policy that no Paraprofessional will be hired unless they are Highly Qualified by NCLB/LDE definition.	Personnel records at the school sites and at Central Office will indicate the credentials of each of the Paraprofessionals working at schools in OPSS.
4. All students will be educated in learning environments that are safe, drug free, and conducive to learning.	4.1 The number of persistently dangerous schools, as defined by the state	To maintain the number of persistently dangerous schools, as defined by the State, at 0	Data Driven Decision Making	<p>1. Life Skills is a substance abuse prevention/competency enhancement program that uses interactive teaching methods designed to focus primarily on major social/psychological factors promoting anti-substance use/abuse. Second Step is a violence prevention curriculum identified as exemplary by the U.S. Department of Education. Program will provide students with skills needed to create a safe environment and become successful adults. Character Counts is a multicurriculum resource designed to teach students in grades PreK-12 ethical values as they relate to life choices, student codes of conduct and school discipline policies. Project Alert is a middle grade substance abuse program giving students insight and skills for resisting substance abuse.</p> <p>2. Develop a network of support involving community resources, Title I Parental Involvement, Child Welfare and Attendance assistance, Title IV programming,</p>	Evaluate SDFSC coordinators/resource expenditures. Evaluate by use and support hand-held metal detectors/walkie-talkies/drug testing data/security procedures. Documentation of Crisis Management Plan/teams/school involvement. Scientifically research based programs evaluated by teachers/students for results. Pre/Post assessments of student program involvement. CCY Survey and SIS data comparisons-LEA/SEA. Individual schools accounting of students outcomes – academic and behavioral – as noted by NCLB requirements. Comparison reports using the needs assessments base of the CCY Survey and LEA/SEA data will indicate number of violent and drug related incidents including firearm possession with percentages of decrease/increase. Follow-up procedures initiated by continuous monitoring and evaluation. Support by additional programming will be arranged as needs indicate. Violence prevention programs will be developed, maintained and evaluated according to the Principals of Effectiveness.

Performance Goal	Performance Indicator	Performance Target	Strategy	Activity	Evaluation
				<p>administrative training, professional resources to address/reduce student violence.</p> <p>3. Purchase/ maintain safety/security equipment: metal detectors, walkie-talkies, surveillance cameras. Support personnel programs will be: Intervention Strategists, SRO's, Crisis Management Plans/Teams, SDFSC program instructors, student drug testing.</p>	
<p>5. All students will graduate from high school.</p>	<p>5.1 The percentage of students who graduate from high school each year with a regular diploma</p>	<p>To increase the percentage of students who graduate from high school each year with a regular diploma</p>	<p>Meaningful Engaged Learning</p>	<p>Academic counseling, AP and Dual Enrollment classes. Adaptive Curriculum, Credit Recovery Program and Summer School are offered for high school students. SWD exceeded target. Resource support services & after school tutoring will continue to be used for SWD pursuing regular diplomas. Subgroups will be studied by Special Ed. staff when planning activities to increase graduation rate.</p>	<p>All the programs will be evaluated by the percentage of students that complete high school, participate in the Options program, and participate in Special Education programs. High School counselors will maintain required records and submit to the Principal, High School Supervisor, and the Director of Child Welfare & Attendance. Data will be reviewed annually and summaries submitted to the Superintendent. Special Ed. staff will review State Performance Profile and Subgroup scores.</p>
	<p>5.2 The percentage of students who drop out of school</p>	<p>To decrease the percentage of students who drop out of school</p>	<p>Meaningful Engaged Learning</p>	<p>8th & 10th graders take EXPLORE & PLAN, respectively, grade 8-12 use e-portal to research careers & colleges. 6th & 8th grade AVID program encourages academic success. High School Redesign has a strong focus on at-risk 9th graders. Provide increased awareness of Transition Services for</p>	<p>As a part of High School Redesign, data from EXPLORE, PLAN, ACT, GEE and e-portal are used to plan individual paths for success for students during their high school career to meet the state requirements for graduation. Special Ed personnel will maintain data collection of student, parent, staff, & community participation. Special Ed staff will review State Performance Profile and</p>

Performance Goal	Performance Indicator	Performance Target	Strategy	Activity	Evaluation
				parents/students through Service Provider Seminars, development of CDs & work study programs involving community. Inservices will be offered to Special Ed/Regular Ed teachers on development of remedial learning strategies.	OPSB data profile.
6. All children with disabilities will receive a free and public education (FAPE) in the least restrictive environment (LRE) that promotes a high quality education and prepares them for employment and independent living.	6.1 The percentage of students with disabilities that receive services in regular classes when compared to the state average	To increase the percentage of students with disabilities (SWD) that receive services in regular classes from 69 to 79	Data Driven Decision Making	Study sub-group performance of SWD. Identify target schools that fall below state average and review IEPs. Discuss student scores w/parents at IEP conferences. Review educational interventions used to address needs of students placed in regular education.	State Special Ed. Performance Profile/OPSB Performance Profile and individual schools' profile as well as student scores will be reviewed.
	6.2a The percentage of students with disabilities who have been suspended in relation to the local regular education students who have been suspended	To decrease the percentage of SWD who have been suspended in relation to the local regular education students who have been suspended from 16 to 13.4	Job-embedded Professional Development	Special Ed. supervisors/behavior interventionists will continue to provide Professional Development (student motivation/alternative discipline) to school staff, parents, & administrators. LEA staff/administrators to be inserviced on regulations concerning discipline of SWD under IDEA.	Monitor discipline data (State Special Ed Performance Profile, OPSB Profile) to focus efforts on identified areas of need. Compare the number of students from previous year to current year receiving disciplinary referrals to determine success of behavioral intervention programs.

Performance Goal	Performance Indicator	Performance Target	Strategy	Activity	Evaluation
	6.2b The percentage of students with disabilities who have been expelled in relation to the local regular education students who have been expelled	To decrease the percentage of SWD who have been expelled in relation to the local regular education students who have been expelled	Meaningful Engaged Learning	Focus on student motivation by incorporating engaging tasks into instruction such as Saxon math, SRA, reading software, etc. SWPB plan in place at each school. Parents inserviced & encouraged to participate in all aspects of educational planning.	Monitor academic performance as evidenced by accountability scores and student discipline referrals. Maintain records of parent participation. Review State Performance Profile and OPSB discipline data..
7. All pre-school students with disabilities will receive early childhood education services that address transition, least restrictive environment, curriculum, parental involvement/satisfaction, and interagency collaboration.	7.1 To increase the percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers by decreasing the percent of students served in separate classes	To increase the percentage of pre-school children with IEPs who receive special education and related services in settings with typically developing peers by decreasing the percent of students served in separate classes from 21.8 to 16.7	1. Meaningful Engaged Learning	SWD will participate in curriculum using developmentally appropriate practices, assessment by AEPs and collaboration with parents in the decision-making process. SWD will be served in various settings including Headstart Programs per interagency agreement.	The program will be monitored with required OPSB observation forms by Elementary Supervisor, Pre-School Coordinator, & Director/designee. Families will participate in the IEP process prior to placement in an appropriate program. Monthly parent classroom/activities participation are documented. State Special Ed. Data Profile will show an increase in Early Childhood Settings.
	7.2 The percentage of pre-school students with disabilities transitioning from IDEA-C provided FAPE by the 3 rd birthday	To maintain the percentage of pre-school students with disabilities transitioning from IDEA-C provided FAPE by the 3 rd birthday at 100	Data Driven Decision Making	Maintain monthly communication with Early Steps to ensure paperwork is complete for evaluation. Transition Management Report will be reviewed to ensure Part C compliance. Current IEPs will be in place by the child's 3 rd birthday.	The Transition Management Report (SER) will provide Part B – Part C Compliance data. Communication with Early Steps will be documented and on file.