

Chickamauga City School System- District Plan

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

Objective(s):

1. The percentage of all students who are at or above the proficient level in reading/language arts on the State's assessment will increase: Elementary-CRCT results increase from 93.8% to 97%, Middle-CRCT results increase from 96.4% to 98%, High-GHSGT results increase from 95% to 97%.
2. The percentage of all students who are at or above the proficient level in mathematics on the State's assessment will increase: Elementary-CRCT results increase from 90.6% to 94%, Middle-CRCT results increase from 81% to 86%, High-GHSGT (enhanced) results increase from 84.9% to 90%.

Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Teachers disaggregate student data to determine learning priorities and monitor progress	Student data, AYP reports, system data, no cost	Data Days Professional Learning	Principals, System level administrators, School Improvement Teams	August 2006 Ongoing	Identified learning priorities from data analysis	Data day at start of each year, grade level analysis, observation	Increased test scores
Teachers utilize student grouping based on performance to meet standards, student & subgroup needs	Student data, AYP reports, system data, no cost	Data Days Professional Learning	Principals. System level administrators	November 2006 Ongoing	Grouping charts, classroom observations	Teachers will use at least 1 activity per unit utilizing flexible grouping Lesson plans	Increased test scores
Teachers will utilize benchmark testing to monitor student progress using formative and summative data.	Pre/post tests for units, OAS, DIBELS system benchmarking,	Data Day Professional Learning	Principals, Asst. Principals, Curriculum Director, School Improvement teams	Ongoing	Teacher made assessments, benchmark tests, EOCT, course/grade pass rate	Midterm analysis of # of failures and benchmark data analyzed.	Increased state test scores & % of students passing testing

Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Teachers trained on research based best practices and strategies for meeting the diverse needs of students. (Includes RTI, Differentiation, content area strategies, classroom management, making AYP, reading and math fluency, teaching writing, MMGW, HSTW, Math Academy content and strategies.	Training materials provided through registration fees	GADOE Training, Northwest GA RESA classes- \$26,530 Title IIA	Principals, Title II Coordinator	2006- ongoing	Rosters, course completion forms, classroom observations, course evaluation forms	Classroom observations, redelivery of training to peers	% of students meeting or exceeding standards on state testing; comparison of state average comparable group to teacher class scores. NW GA value added data (1-8)
Core academic content teachers will work collaboratively to horizontally and vertically align curriculum as GPS are effectively implemented.	Time for teachers to meet, Professional Learning, Title II \$1,000	Data Retreat, GPS Train the Trainer, Title IIA, Professional Learning \$4,500	System Level Administrators, Principals, Asst. Principals, Better Seekers Teams	GPS phase in plan	Observation of meetings, curriculum guides, instruction is aligned to standards	Review of curriculum guides, lesson plans, observations	Improved student performance
Teachers will incorporate differentiation strategies into units and provide multiple opportunities for all students to master standards at least at an 85% level.	Training materials included in registration fees	Differentiated Instruction-- Professional Learning, Title II \$1,000	Principals, Asst. Principals, System Improvement Specialist	Ongoing	Classroom observations, unit and lesson plans showing evidence of reteaching	Review of unit and lesson plans, observations, student grade review	Increased # of students mastering the material at 85% level
Teachers meet collaboratively to plan & develop lessons, units, assessments, and monitor effectiveness.	Included with registration costs	GPS Training \$3,000	Principals, System level administrators	GPS phase in plan	Observations, lesson plans, observations of common planning	Administrators participate in collaborative meetings	Data reflecting grade level achievement gains from state test results

Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Teachers will utilize technology by designing learning opportunities that apply technology-enhanced instructional strategies and processes, including the use of the Online Assessment System and SAT online.	Smart Boards, CPS Student Response Systems, Computers, Projectors--SPLOST \$250,000	Training on Smart Boards and CPS Systems, Annual state training on OAS & SAT online	Technology Specialist, Administrators, Technology Committees, Principals, Asst. Principals	3 years ongoing	Teachers will incorporate at least 1 technology based activity per unit, log of use of online system, lesson plans, observations	Classroom observations, review of lesson plans, periodic checks of the usage logs	Students technology proficiency is improved as measured by 8th grade computer literacy test, state usage reports, SAT scores, State test scores
Parents will have access to their child's grades and attendance through I-Parent	School Max-I-Parent General funds \$3,000	General funds	Technology Specialist, Student Information Coordinator, Teachers, Administrators, Media Specialists	Trial period January 2007 Implementation August 2007	Parent/teacher surveys	Parent/teacher surveys and webcounter	Parent satisfaction with use of I-Parent
Teachers will have digital access 24/7 for math and reading for whole group/small group instruction.	Houghton Mifflin Harcourt Destination math and Destination Reading- Title IID-\$385	Houghton/Mifflin Harcourt training- PL provided	Principals, Asst. Principals	Ongoing	Check of teacher usage of site, teacher use of resources	Observations, lesson plans	Increased state test scores & % of students passing testing

NCLB Performance Goal 2: All students will graduate from high school.							
Objective: The percentage of students who graduate from high school with a regular diploma will increase from 97.2% to 99%.							
Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Advisor/advisee program will be implemented in the middle school and high school.	Advisor/advisee materials--State and local funds \$800	none	Principals, Asst. Principals, Advisor teams	Ongoing	Survey of students	Meeting schedules for advisor meetings	Surveys reflecting students feeling more positive about school
A full time graduation coach will work with at risk students at elementary, middle, and high school levels and coordinate with other community agencies to meet the needs of students.	List of community agencies & contact information, State QBE, local funds	none	Principals, Asst. Principals, Professional Learning Director, Guidance Counselors	2 years Ongoing	Review of state reports and log of services provided by community agencies.	Ongoing data collection of intervention strategies, review of activities & participating agencies	Improved graduation rate and student performance data
There will be a focus on career awareness activities and students will have opportunities to job shadow and attend career fairs.	Community & college resources, notices of career fairs, transportation costs \$500	Vocation funding as needed	Principals, Asst. Principals	Oct-06	Student participation data in job shadowing and career fairs	List of career awareness activities & number of students participating	Surveys showing student awareness of career options availability

Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
The youth apprenticeship program will provide on-the-job training as well as real life "essential" work experience skills.	Travel costs to supervise students at the worksites State funds \$1,000	State meetings-- Vocational funds \$350	Central Office Administrators, Principal, Asst. Principal	Ongong 3 years	Reports showing # of students participating in the YAP, employer evaluations	Meetings with job supervisors to evaluate student performance	Validation of student work experience through employer evaluations
Extended day and extended year services will be offered to students who are at risk of failing and/or not meeting grade level standards.	Teachers to tutor 20 additional days, IDEA, Title IA, State QBE, local funds \$30,000	None	Principals, Asst. Principals, System Level Administrators, Teachers	September 2006 Ongoing	Observations of tutoring sessions	Attendance rosters, teacher timesheets	Lower failure rate, improved classroom performance

NCLB Performance Goal 3: All students will be taught by highly qualified teachers.							
Objective 1: 100% of teachers and paraprofessionals working with students in a core academic area will meet the state requirement for highly qualified certification.							
Objective 2: Certificated school staff will receive high quality professional development.							
Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
All teachers and paraprofessionals working with students in a core academic area will meet the state's certification testing requirements.	Fees for GACE testing--Title IIA \$100 annually	Professional Learning activities needed for meeting testing requirements-- Title IIA, Professional Learning--\$500 annually	Title IIA Coordinator, Professional Learning Director	Ongoing	HiQ status and HiQ statistics reports	Individual teacher HiQ status monthly reports	Annual AYP report, HiQ report, State testing results, NWGa RESA value added data 1-8
Stipends for teachers working toward highly qualified status who complete approved professional learning activities during non-contract hours.	Stipends for completion of courses--Title IIA \$6750	Math content courses, as needed. High quality professional learning activities in differentiated instruction, AP training Title IIA \$6750	Title IIA Coordinator, Professional Learning Director	Ongoing	HiQ status, HiQ statistics reports, list of teachers participating, teacher evaluation documents	PL completion documents, stipend contracts	Annual AYP report, HiQ report, State testing results, NWGa RESA value added data 1-8

Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Provide high quality professional learning that improves the knowledge of teachers and in appropriate cases, paraprofessionals, in addressing the needs of students with different learning styles, particularly students w/disabilities, at risk students and students with limited English proficiency.	Training materials included with registration	Title IIA, Professional Learning, IDEA, AP Grant \$14,000	System Improvement Specialist/ Professional Learning Director, Principals	Ongoing	Rosters, course completion forms, course evaluation forms, classroom observations	Check of registrations, Administrative meeting reports on professional learning	State testing results and annual AYP report
Provide high quality professional learning designed to improve the quality of administrators to help become outstanding managers & educational leaders.	Training materials	Professional Learning, local funding, Title IIA-- \$10,000	System Improvement Specialist/ Professional Learning Director, Central Office Administrators	3 years	Rosters, course completion forms, course evaluation forms, classroom observations	Check on registrations, Administrative meeting reports on professional learning, observation of administrative performance	State testing results and annual AYP report, annual evaluation of administrative staff utilizing the G.L.E.I.
All certified personnel will meet Georgia's computer competency requirement.	Computer test-- no cost	None	Principals, Asst. Principals, Technology Specialist, System Improvement Specialist	August 2006 Ongoing	Computer competency requirement %	Teacher status on meeting computer competency	Use of technology in the classrooms by teachers and students

Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Use of signing bonus (including multiyear) will be utilized to recruit highly qualified teachers in critical needs areas if needed.	Title IIA- \$4800 annually	Georgia Performance Standards training- GADOE no cost	Title IIA Coordinator	2009-2011	HIQ status, GA teacher certification	GaPSC's HIQ report	Annual AYP report, state testing results, NWGa RESA value added data.
Stipends will be provided for selected teachers who serve as mentors to beginning teachers.	Title IIA- \$3000 annually	none	Title IIA Coordinator	August 2008-ongoing	GAPSC Equity data, teacher continuity ratio, teacher surveys	Mentor logs, mentee evaluations	Annual AYP report, state testing results, NWGa RESA value added data.

IDEA Performance Goal 4: Improve post-school outcome for students with disabilities.							
Objective 1: The percentage of students with disabilities who drop out of school will decrease from 2.7% to 0%.							
Objective 2: Increase the percentage of students with disabilities who earn a regular high school diploma from 80% to 90%.							
Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Teachers will utilize hands-on strategies and differentiated instruction to enable students to make adequate progress and reach mastery of state standards.	Differentiated strategies	Differentiated Instruction-- Professional Learning \$1,000 annually	Principals, Asst. Principals	2006-2007 Ongoing	Observations, lesson plans, assessments	Classroom observations, review of lesson plans and assessments	% of students meeting or exceeding standards on State tests
School personnel will identify and form relationships with at risk students with disabilities in grades 6-12 and their families emphasizing the importance of attendance and education.	Graduation Coach materials--no cost	Graduation Coach training, Professional Learning, Title IIA \$1,800	Graduation Coach, Principals, Asst. Principals	8/2006 - ongoing	Data collection of graduation coach, state reports	Ongoing review of data collection	Decrease in drop out rate and increase in graduation rate

Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Provide after school tutoring to eligible students.	20 additional day funds, IDEA, QBE funds, Title IA \$30,000	None	Director of Special Education, Principals, Asst. Principals, Teachers	Ongoing	Student progress reports and grades	Observations of tutoring sessions, review of student progress reports	Improvement in student grades, increased test scores
Communicate diploma options, high school coursework, and graduation requirements to parents by the end of 6th grade and review annually.	High School handbook \$300 annually	None	Director of Special Education, Principals, Asst. Principals, Spec. Ed. Teachers, Guidance Counselor, Advisors	May 2007 Ongoing	IEP minutes Transition plans, Parent informational meetings, parent survey	IEP minutes Transition plans, parent approval of annual course selection sheet	Students earn appropriate # of credits annually
Students w/disabilities in grades 11 and 12 will be referred to the GA Vocational Rehabilitation Program.	Referral forms, Voc. Rehab. Counselor-IDEA funds \$1,100 per year	None	High School Special Ed. Teacher, Direction of Special Ed.	8/2006- ongoing	Referral paperwork Annual VR report	Review of referral paperwork, report of services being provided and outcomes	Annual VR report indicates an increase in successful outcomes
Students with disabilities will have the opportunity to participate in the youth apprenticeship program and post secondary option.	Postsecondary handbooks	None	Principals, Asst. Principals, Youth Apprenticeship Coordinator	Ongoing	Class rolls	Review of course selection sheets and class rolls	Increase students w/disabilities graduating with regular diploma & decrease drop out rate

Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Provide time for teachers and students to visit next transition levels: elementary to middle (5th to 6th), middle to high (8th to 9th).	None	None	Director of Spec. Ed., Special Ed. Teachers, Principals, Asst. Principals	May 2007 Ongoing	Student and teacher surveys	Verification of date & times of meetings	Surveys reveal students have positive feelings about school.
Additional instructional assistance will be provided by paraprofessionals in some of the general education classrooms.	Training materials supplied with registration	Parapro. Classes	Principals, Asst. Principals, Director of Special Ed.	Ongoing	Lesson plans, observations	Review of lesson plans, classroom observations	Increase in pass rate of courses
Teachers will provide multiple opportunities and utilize varied assessment methods to allow students to demonstrate improved performance.	Training materials as needed	Differentiated instruction	Principals and Asst. Principals	Ongoing	Lesson plans, observations, assessments	Review of lesson plans and assessments	Increase in pass rate of courses

IDEA Performance Goal 5: Improve the provision of a free and appropriate public education to students with disabilities.

Objective 1: The percentage of students with disabilities who perform at or above the proficient level on the reading/language arts portion of the State's assessment will increase: Elementary-CRCT results increase from 72.7% to 80% , Middle-CRCT results increase from 75.9% to 82%, High-GHSGT results increase from 54.4% to 75%.

Objective 2: The percentage of students with disabilities who perform at or above the proficient level on the mathematics portion of the State's assessment will increase: Elementary-CRCT results increase from 72.7% to 80%, Middle-CRCT results increase from 37% to 67% , High-GHSGT results increase from 18.2% to 75%.

Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
SWD will be educated to the maximum extent possible in the general education classroom.	Training materials provided with registration	parapro & teacher classes	Director of Spec. Ed., Principals, Spec. Ed. Teachers, Reg. Ed. Teachers	2006 Ongoing	Dec 1 Federal report, master schedule	Internal monitoring of LRE	Increase in regular ed. diploma rate for SWD, decrease in drop out rate
Regular Ed. teachers will differentiate instruction based on student needs.	Training materials provided with fees	Differentiated instruction	Principals, Asst. Principals, Director of Spec. Ed., Teachers	2006 Ongoing	Observations, lesson plans identifying strategies used	Classroom observations, review of lesson plans	Improvement in student grades and increased pass rate
ALL IEPs will be developed using standards based goals.	GPS standards by grade level	None	Principals, Asst. Principals, Director of Special Ed.	Aug-06	Review of IEPs	Review of IEPs	Increased scores on state assessments
Extended day and extended year services will be offered to students with disabilities who are at risk of failing and/or not meeting grade level standards.	Teachers, 20 additional days, IDEA, Title IA, State QBE, local funds \$40,000	None	Principals, System level administrators, Teachers	September 2006 Ongoing	Attendance rosters, teacher timesheets	Attendance rosters, timesheets, progress reports and grade reports	Student grades, Pass rate of courses and state assessments

Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Software programs will be utilized to support the learning for students with disabilities: universal reader program, co-writer, write outloud, online assessment system.	Software programs, computers, scanners-IDEA, state & local funds-\$5,000	Training on how to use the software programs, In house-no cost	Director of Special Ed. and Technology Specialist	2006 Ongoing	Observations, lesson plans identifying software programs utilized	Classroom observations, review of lesson plans	Improved pass rate of SWD on GHSGT
Create master schedules that maximize opportunities to serve students with disabilities in the regular education classroom.	None	None	Director of Special Ed., Principals, and Asst. Principals	Aug-06	Master schedule	Course selection sheets, master schedule	SWD are able to request and receive courses as needed.
Special Ed. teachers will collaborate with Reg. Ed. teachers to develop lessons, units, assessments, monitor effectiveness, differentiate instruction, and implement accommodations as per IEPs.	Substitutes-- Professional Learning, IDEA, QBE funds, \$1,000	In house-no cost GPS Training \$700	Principals, Asst. Principals, Director of Special Ed., and Professional Learning Director	2006-2007 Ongoing	Meeting notes, lesson plans, unit plans, observations, student work samples, assessments, assignments	Review of notes, lesson plans, units, classroom observations, student work and assessments	Increase test scores for SWD, improved student grades

Goal 6: Maintain efficient and effective operations to provide a high quality, engaging and supportive learning environment.

Objectives:

1. Provide clear and effective communication between and among the schools, parents and community members.
2. Improve maintenance and operations to provide a healthy and safe environment.
3. Increase student and teacher access to technology.

Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Parents will have access to student attendance & grades through I-parent.	Information/ support for parents, state/local funds	none	Technology Specialist, Principals, Teachers	Fall 2008	Surveys	Surveys	Improved student grades
Conduct system-wide benchmark testing at least two times per year through the use of the CPS system.	Benchmark tests, system schedule	Teacher training on developing and analyzing benchmark assessments.	Superintendent, Curriculum Director, Director of Spec. Ed., Testing Coordinator, Technology Coordinator, Princi pals, Teachers	Fall 2008	Benchmark testing results, surveys	Benchmark tests, lesson plans, system calendar w/testing schedule	Increased test scores, improved student grades
Develop and update long-range maintenance and operations replacement & upkeep schedules.	none	none	Superintendent	Complete by August 2008	Replacements made according to schedule	Maintenance plan	Safe, well- maintained facilities

Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Develop and update the technology replacement schedule.	Technology- SPLOST funds	none	Superintendent, Technology Coordinator	Fall 2008	Replacements made according to schedule	Technology replacement schedule	Increased teacher & student access to technology
Maintain the website to provide parents with current state, system, school and teacher information.	none	none	Superintendent, System Administrators, Technology Coordinator, Principals, Teachers	Fall 2008	surveys	surveys, website content	Improved students grades

NCLB Performance Goal 7: 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.

Objective: 100% of ELL students will meet standards in reading/language arts and mathematics as measured by state tests.

Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
ELL students will be able to participate in afterschool tutoring services.	None	None	Principals, teachers	2007--ongoing	Benchmark testing, classroom grades	Student grades, test data	Improved state test data
Teachers will learn strategies to improve math, reading/LA, and writing skills of ELL students.	None	None	Principals, teachers	2007- ongoing	Teacher evaluation of workshops	Workshop transcripts, rosters, course evaluations	Improved student test data

NCLB Performance Goal 8: All students will be educated in learning environments that are safe, drug free and conducive to learning.

Objective 1: Maintain current level of 100% of students passing random drug testing.

Objective 2: Zero students suspended for possession or use of drugs.

Actions/Strategies/Interventions/Programs	Resources-Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation-Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Students in grades 6-12 will participate in an advisor/advisee program.	advisor materials	none	Principal, advisor leader, advisors, counselors	Ongoing	Surveys	Meeting schedules for advisor meetings	Survey results, graduation rate, retention rate, attendance rate.
System is a member of the NWGA RESA Safe and Drug Free Schools Consortium.	none	none	Safe & Drug Free Schools Coordinators	Ongoing	Surveys	Schedule of activities	Survey results
Students in grades 6, 8, 10, and 12 complete the SADFSC survey annually.	RESA	None	Principals, RESA personnel	Ongoing	Surveys, discipline data	Surveys, discipline reports	Discipline data
Drivers Education is offered at GLHS.	none	Local, state, grant funds	Principal, Asst. Principal, Driver's Ed. Teacher	November 2007-ongoing	Student grades, surveys, observations	Class schedules, lesson plans, observations	Test data
Students in 5th grade participate in the CHAMPS program provided by the Walker County Sheriff's Department.	Walker Co. Sheriff's Dept.	None	Principals, teachers	Ongoing	Surveys	Observations, schedules	Survey results

Actions/Strategies/ Interventions/ Programs	Resources- Materials	Professional Learning (funding source & cost)	Person/Position Responsible for Monitoring & Evaluating	Timeline for Implementation- Benchmarks	Means of Evaluation (What will be used to evaluate the strategies)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Students in grades 6-8 participate in the Why kNOw Program	Why kNOw curriculum	none	School administrators, Teacher	Ongoing	Student grades, surveys	Observations, lesson plans	Surveys
Students in 9th grade participate in the Alcohol & Drug Awareness Program (ADAP).	ADAP curriculum and materials	none	School administrators, Teacher	Ongoing	Student grades, surveys	Observations, lesson plans	Surveys
Character Education is a daily classroom activity at each school.	Character Education materials	None	Principals, teachers, counselors	Ongoing	Surveys	Curriculum guide, schedule of activities	Surveys
School Coordinators, student services personnel and/or teachers will participate in workshops.	RESA--PL \$250	None	Principals	Ongoing	Course evaluations	Course completion transcripts, course evaluations, rosters	
Randon drug testing for students in grades 9-12.	None		School administrators, AD	Ongoing	Test results	Schedule of testing	Test results