

Jones County Schools: FY14 System Continuous Improvement Plan

CCRPI School Overall Targets

	FY2012	FY2013	FY2014	FY2015	FY2016
Dames Ferry Elementary	92.2				
Gray Elementary	86.2				
Mattie Wells Elementary	71.5				
Turner Woods Elementary	87.4				
Clifton Ridge Middle	84.8				
Gray Station Middle	84.1				
Maggie Califf Learning Complex	69.6				
Jones County High School	71.1				
<i>*FY2012 Data are Actual</i>					

Strategic Objective I: Improving Student Achievement and Success

Performance Objective	Initiatives	Action Steps	Performance Targets																																																												
<p>Objective I.1: Student Mastery of the Common Core Georgia Performance Standards (CCGPS) and/or Georgia Performance Standards :</p>	<p>I.1.a: To align and implement curriculum, instruction, and assessment to the CCGPS and/or GPS</p>	<p>1. Ensure veteran and new teachers have access to updated curriculum documents for Common Core GPS (KR, JM, CF, NN, ICs, Principals)</p> <p>2. Use classroom walkthroughs, department meetings, grade level/content meetings, and work sessions to ensure that teachers are implementing the curriculum with fidelity. (KR, JM, CF, NN, ICs, Principals)</p> <p><u>K-5:</u></p> <ul style="list-style-type: none"> Curriculum Maps, aligned with CCGPS Standards (with identified "priority" standards) Unit Frameworks Lesson Plans (including differentiated instruction, flexible grouping, assessments, performance tasks, student use of technology, and standards-based teacher commentary) <p><u>6-12</u></p> <ul style="list-style-type: none"> Instructional Calendars Standards (with identified "priority" standards) Unit Frameworks Curriculum Maps, aligned with CCGPS Lesson Plans (including differentiated instruction, flexible grouping, assessments, performance tasks, student use of technology, and standards-based teacher commentary) <p>3. Provide guidance to high school mathematics teachers to ensure continued alignment with all Math support courses (NN, JM)</p> <p>4. Monitor the implementation of Data Teams to ensure comprehensive analysis of all data sources is used to improve instructional effectiveness and student growth. (KR, CF, NN, IC's, Principals)</p> <p>5. Assist schools in developing and administering periodic common formative assessments to guide instructional practices. (KR, JM, CF, NN, ICs)</p> <p>6. Conduct formal and informal performance reviews with schools (Executive Cabinet, BOE)</p> <p>7. Lead the textbook adoption process according to the DOE adoption cycle (KR, NN, CF)</p> <p>8. Monitor the vertical alignment of all K-12 content areas. Establish a timeline and framework to accommodate meeting dates with initial emphasis on transitional grades. (KR, JM, CF, NN, ICs, Principals)</p> <p>9. Facilitate continued support of ACCESS Class Needs (PEC) at the elementary and middle school levels. (JM)</p>	<table border="1"> <thead> <tr> <th colspan="4">Instructional Assessments: All Students</th> </tr> <tr> <th>G</th> <th>Reading</th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2014: 2015: 2016:</td> <td>2014: 2015: 2016:</td> <td>2014: 2015: 2016:</td> </tr> <tr> <td>2</td> <td>2014: 2015: 2016:</td> <td>2014: 2015: 2016:</td> <td>2014: 2015: 2016:</td> </tr> <tr> <td colspan="4">*Baseline scores will be established with the FY2014 administration</td> </tr> <tr> <th colspan="4">CRCT: All Students</th> </tr> <tr> <th>G</th> <th>Reading</th> <th>ELA</th> <th>Math</th> </tr> <tr> <td>3</td> <td>2013:96% 2014:≥95% 2015:≥95% 2016:≥95%</td> <td>2013:91% 2014:93% 2015:95% 2016:≥95%</td> <td>2013:81% 2014:83% 2015:85% 2016:88%</td> </tr> <tr> <td>4</td> <td>2013:93% 2014:95% 2015:≥95% 2016:≥95%</td> <td>2013:91% 2014:93% 2015:95% 2016:≥95%</td> <td>2013:83% 2014:85% 2015:87% 2016:89%</td> </tr> <tr> <td>5</td> <td>2013:98% 2014:≥95% 2015:≥95% 2016:≥95%</td> <td>2013:94% 2014:≥95% 2015:≥95% 2016:≥95%</td> <td>2013:94% 2014:95% 2015:≥95% 2016:≥95%</td> </tr> <tr> <td>6</td> <td>2013:97% 2014:≥95% 2015:≥95% 2016:≥95%</td> <td>2013:93% 2014:≥95% 2015:≥95% 2016:≥95%</td> <td>2013:87% 2014:89% 2015:91% 2016:93%</td> </tr> <tr> <td>7</td> <td>2013:97% 2014:≥95% 2015:≥95% 2016:≥95%</td> <td>2013:97% 2014:≥95% 2015:≥95% 2016:≥95%</td> <td>2013:95% 2014:≥95% 2015:≥95% 2016:≥95%</td> </tr> <tr> <td>8</td> <td>2013:98% 2014:≥95% 2015:≥95% 2016:≥95%</td> <td>2013:95% 2014:≥95% 2015:≥95% 2016:≥95%</td> <td>2013:96% 2014:≥95% 2015:≥95% 2016:≥95%</td> </tr> <tr> <td colspan="4">*Establish Exceeds Target at School Level</td> </tr> <tr> <td colspan="4">*FY2013 reflects change to CCGPS tests in Reading, ELA, Math</td> </tr> </tbody> </table>	Instructional Assessments: All Students				G	Reading	ELA	Math	1	2014: 2015: 2016:	2014: 2015: 2016:	2014: 2015: 2016:	2	2014: 2015: 2016:	2014: 2015: 2016:	2014: 2015: 2016:	*Baseline scores will be established with the FY2014 administration				CRCT: All Students				G	Reading	ELA	Math	3	2013:96% 2014:≥95% 2015:≥95% 2016:≥95%	2013:91% 2014:93% 2015:95% 2016:≥95%	2013:81% 2014:83% 2015:85% 2016:88%	4	2013:93% 2014:95% 2015:≥95% 2016:≥95%	2013:91% 2014:93% 2015:95% 2016:≥95%	2013:83% 2014:85% 2015:87% 2016:89%	5	2013:98% 2014:≥95% 2015:≥95% 2016:≥95%	2013:94% 2014:≥95% 2015:≥95% 2016:≥95%	2013:94% 2014:95% 2015:≥95% 2016:≥95%	6	2013:97% 2014:≥95% 2015:≥95% 2016:≥95%	2013:93% 2014:≥95% 2015:≥95% 2016:≥95%	2013:87% 2014:89% 2015:91% 2016:93%	7	2013:97% 2014:≥95% 2015:≥95% 2016:≥95%	2013:97% 2014:≥95% 2015:≥95% 2016:≥95%	2013:95% 2014:≥95% 2015:≥95% 2016:≥95%	8	2013:98% 2014:≥95% 2015:≥95% 2016:≥95%	2013:95% 2014:≥95% 2015:≥95% 2016:≥95%	2013:96% 2014:≥95% 2015:≥95% 2016:≥95%	*Establish Exceeds Target at School Level				*FY2013 reflects change to CCGPS tests in Reading, ELA, Math			
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		<p>10. Monitor the performance on the CCRPI indicators. (Principals, KR, CF, NN, JM, CCT, BST)</p> <p>11. Create a comprehensive Professional Learning Plan based on identified needs, including: (Exec Cab)</p> <ul style="list-style-type: none"> • SACS Required Actions • TKES • LKES • PD 360 • Common Core 360 • Instructional Coaches Modeling Plan • Vertical Alignment • Classroom management with one-to-one technology. • Student Learning Objectives (SLO) planning, training, and development 	<table border="1"> <thead> <tr> <th colspan="5">CRCT: All Students - Science</th> </tr> <tr> <th>G</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>84%</td> <td>87%</td> <td>90%</td> <td>93%</td> </tr> <tr> <td>4</td> <td>86%</td> <td>88%</td> <td>90%</td> <td>92%</td> </tr> <tr> <td>5</td> <td>86%</td> <td>88%</td> <td>90%</td> <td>92%</td> </tr> <tr> <td>6</td> <td>81%</td> <td>83%</td> <td>85%</td> <td>87%</td> </tr> <tr> <td>7</td> <td>90%</td> <td>92%</td> <td>93%</td> <td>95%</td> </tr> <tr> <td>8</td> <td>88%</td> <td>90%</td> <td>92%</td> <td>94%</td> </tr> <tr> <td colspan="5">*FY2013 scores are actual</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">CRCT: All Students – Social Studies</th> </tr> <tr> <th>G</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>86%</td> <td>88%</td> <td>90%</td> <td>92%</td> </tr> <tr> <td>4</td> <td>87%</td> <td>89%</td> <td>91%</td> <td>93%</td> </tr> <tr> <td>5</td> <td>87%</td> <td>89%</td> <td>91%</td> <td>93%</td> </tr> <tr> <td>6</td> <td>81%</td> <td>83%</td> <td>85%</td> <td>87%</td> </tr> <tr> <td>7</td> <td>96%</td> <td>≥95%</td> <td>≥95%</td> <td>≥95%</td> </tr> <tr> <td>8</td> <td>86%</td> <td>88%</td> <td>90%</td> <td>92%</td> </tr> <tr> <td colspan="5">*FY2013 scores are actual</td> </tr> </tbody> </table>	CRCT: All Students - Science					G	2013	2014	2015	2016	3	84%	87%	90%	93%	4	86%	88%	90%	92%	5	86%	88%	90%	92%	6	81%	83%	85%	87%	7	90%	92%	93%	95%	8	88%	90%	92%	94%	*FY2013 scores are actual					CRCT: All Students – Social Studies					G	2013	2014	2015	2016	3	86%	88%	90%	92%	4	87%	89%	91%	93%	5	87%	89%	91%	93%	6	81%	83%	85%	87%	7	96%	≥95%	≥95%	≥95%	8	86%	88%	90%	92%	*FY2013 scores are actual				
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			EOCT: All Students				
			Subject	2013	2014	2015	2016
			Coordinate Alg	35%	50%	55%	55%
			Math II Analytical Geom	52%	60%	65%	70%
			9 th Grade Lit	91%	93%	95%	≥95%
			American Lit	91%	93%	95%	≥95%
			Biology	77%	80%	83%	90%
			Physical Sc	89%	91%	93%	≥95%
			US History	70%	N/A	80%	84%
			Economics	81%	85%	88%	94%
			*FY2013 scores are actual				
			Grade 3 Writing Assessment				
			2013	2014	2015	2016	
			87%	89%	92%	95%	
			Grade 5 Writing Assessment				
			2013	2014	2015	2016	
			84%	87%	89%	92%	
			Grade 8 Writing Assessment				
			2013	2014	2015	2016	
			84%	87%	89%	92%	
			High School Writing Assessment				
			2013	2014	2015	2016	
			93%	95%	≥95%	≥95%	

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	I.1.b To close the achievement gap among different school populations (SWD, ED, Minority)	<ol style="list-style-type: none"> 1. Support principals, graduation coaches and instructional coaches with methods for tracking at-risk students. (KR, JM, NN, CF, RTI Task Force, Lead PEC Teachers, Counselors) 2. Ensure the implementation of progress monitoring for students with disabilities in math and reading (JM) <ul style="list-style-type: none"> • Select/develop a progress monitoring system for Tier 4 students • Meet monthly with PEC lead teachers to review progress monitoring data and report to principals • Conduct annual data audit with PEC teachers 3. Review and monitor the Response to Intervention/504 (RTI) protocol to ensure fidelity of implementation, (JM, RTI Task Force) <ul style="list-style-type: none"> • Distribute, implement, and post on website the RTI Protocol Handbook (JM, SM, SC) • Facilitate regularly scheduled meetings with school task force members (JM, SM, SC) • Review progress monitoring reports quarterly with subpopulations clearly identified for adjusting instructional strategies for Tier 2 and Tier 3 students (JM, RTI Task Force) • Continue the use of software, such as GRASP, for the purpose of universal screening and progress monitoring for reading and mathematics • Conduct RTI needs assessment • Supervise RTI interventions to ensure that set protocols are being addressed as defined 4. Allocate 20-day funds and direct the development and implementation of after-school programs/Saturday School and other supplemental services (KR, CF, NN) <ul style="list-style-type: none"> • Plans approved and implemented by October 31, 2013 5. Provide support to BSTs by active participation in school-level meetings (Executive Cabinet) 6. Monitor the effectiveness of inclusion (co-teaching) at all grade levels (JM) <ul style="list-style-type: none"> • Identify exemplary co-teaching teams to aid with training and modeling • Conduct walkthroughs in co-taught classrooms 7. Monitor the progress of EL students throughout the district (JM, Admin, ESOL task force) <ul style="list-style-type: none"> • Regularly scheduled meetings with Task Force 	<table border="1"> <thead> <tr> <th colspan="4">Instructional Assessments: Subgroups Reading</th> </tr> <tr> <th>G</th> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2014: 2015: 2016:</td> <td>2014: 2015: 2016:</td> <td>2014: 2015: 2016:</td> </tr> <tr> <td>2</td> <td>2014: 2015: 2016:</td> <td>2014: 2015: 2016:</td> <td>2014: 2015: 2016:</td> </tr> </tbody> </table> <p>*Baseline scores will be established with the FY2014 administration</p> <table border="1"> <thead> <tr> <th colspan="4">CRCT Subgroups READING</th> </tr> <tr> <th>G</th> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2013:96% 2014:≥95% 2015:≥95% 2016:≥95%</td> <td>2013:89% 2014:91% 2015: 93% 2016:≥95%</td> <td>2013:93% 2014:95% 2015:≥95% 2016:≥95%</td> </tr> <tr> <td>4</td> <td>2013:87% 2014:89% 2015:91% 2016:93%</td> <td>2013:90% 2014:92% 2015:94% 2016:≥95%</td> <td>2013:89% 2014:91% 2015:95% 2016:≥95%</td> </tr> <tr> <td>5</td> <td>2013:91% 2014:93% 2015:95% 2016:≥95%</td> <td>2013:96% 2014:≥95% 2015:≥95% 2016:≥95%</td> <td>2013:96% 2014:≥95% 2015:≥95% 2016:≥95%</td> </tr> <tr> <td>6</td> <td>2013:88% 2014:90% 2015:92% 2016:94%</td> <td>2013:97% 2014:≥95% 2015:≥95% 2016:≥95%</td> <td>2013:96% 2014:≥95% 2015:≥95% 2016:≥95%</td> </tr> <tr> <td>7</td> <td>2013:82% 2014:85% 2015:88% 2016:91%</td> <td>2013:94% 2014:95% 2015:≥95% 2016:≥95%</td> <td>2013:94% 2014:95% 2015:≥95% 2016:≥95%</td> </tr> <tr> <td>8</td> <td>2013:91% 2014:93% 2015:95% 2016 :≥95%</td> <td>2013:95% 2014:≥95% 2015:≥95% 2016:≥95%</td> <td>2013:97% 2014:≥95% 2015:≥95% 2016:≥95%</td> </tr> </tbody> </table> <p>*targets may be set higher at individual schools *FY2013 reflects change to CCGPS tests in Reading, ELA, Math</p>	Instructional Assessments: Subgroups Reading				G	SWD	AA	SES	1	2014: 2015: 2016:	2014: 2015: 2016:	2014: 2015: 2016:	2	2014: 2015: 2016:	2014: 2015: 2016:	2014: 2015: 2016:	CRCT Subgroups READING				G	SWD	AA	SES	3	2013:96% 2014:≥95% 2015:≥95% 2016:≥95%	2013:89% 2014:91% 2015: 93% 2016:≥95%	2013:93% 2014:95% 2015:≥95% 2016:≥95%	4	2013:87% 2014:89% 2015:91% 2016:93%	2013:90% 2014:92% 2015:94% 2016:≥95%	2013:89% 2014:91% 2015:95% 2016:≥95%	5	2013:91% 2014:93% 2015:95% 2016:≥95%	2013:96% 2014:≥95% 2015:≥95% 2016:≥95%	2013:96% 2014:≥95% 2015:≥95% 2016:≥95%	6	2013:88% 2014:90% 2015:92% 2016:94%	2013:97% 2014:≥95% 2015:≥95% 2016:≥95%	2013:96% 2014:≥95% 2015:≥95% 2016:≥95%	7	2013:82% 2014:85% 2015:88% 2016:91%	2013:94% 2014:95% 2015:≥95% 2016:≥95%	2013:94% 2014:95% 2015:≥95% 2016:≥95%	8	2013:91% 2014:93% 2015:95% 2016 :≥95%	2013:95% 2014:≥95% 2015:≥95% 2016:≥95%	2013:97% 2014:≥95% 2015:≥95% 2016:≥95%
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		<ul style="list-style-type: none"> Provide on-going training on WIDA Standards instruction to Task Force and classroom teachers <p>8. Monitor the performance on the CCRPI indicators for all sub-populations. (Principals, KR, CF, NN, JM, CCT, BST)</p>	<table border="1"> <thead> <tr> <th colspan="4">Instructional Assessments: Subgroups Math</th> </tr> <tr> <th>G</th> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2014: 2015: 2016:</td> <td>2014: 2015: 2016:</td> <td>2014: 2015: 2016:</td> </tr> <tr> <td>2</td> <td>2014: 2015: 2016:</td> <td>2014: 2015: 2016:</td> <td>2014: 2015: 2016:</td> </tr> <tr> <td colspan="4">*Baseline scores will be established with the FY2014 administration</td> </tr> <tr> <th colspan="4">CRCT Subgroups MATH</th> </tr> <tr> <th>G</th> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> <tr> <td>3</td> <td>2013:60% 2014:65% 2015:70% 2016:75%</td> <td>2013:74% 2014:82% 2015:87% 2016:92%</td> <td>2013:74% 2014:82% 2015:87% 2016:92%</td> </tr> <tr> <td>4</td> <td>2013:65% 2014:70% 2015:75% 2016:80%</td> <td>2013:74% 2014:82% 2015:87% 2016:92%</td> <td>2013:77% 2014:82% 2015:87% 2016:92%</td> </tr> <tr> <td>5</td> <td>2013:68% 2014:73% 2015:78% 2016:83%</td> <td>2013:95% 2014:≥95% 2015:≥95% 2016:≥95%</td> <td>2013:93% 2014:95% 2015:≥95% 2016:≥95%</td> </tr> <tr> <td>6</td> <td>2013:62% 2014:70% 2015:75% 2016:80%</td> <td>2013:80% 2014:83% 2015:88% 2016:92%</td> <td>2013:83% 2014:86% 2015:89% 2016:93%</td> </tr> <tr> <td>7</td> <td>2013:81% 2014:86% 2015:89% 2016:93%</td> <td>2013:89% 2014:95% 2015:≥95% 2016:≥95%</td> <td>2013:92% 2014:95% 2015:≥95% 2016:≥95%</td> </tr> <tr> <td>8</td> <td>2013:83% 2014:86% 2015:89% 2016:93%</td> <td>2013:90% 2014:95% 2015:≥95% 2016:≥95%</td> <td>2013:92% 2014:95% 2015:≥95% 2016:≥95%</td> </tr> </tbody> </table> <p>*targets may be set higher at individual schools *FY2013 reflects change to CCGPS tests in Reading, ELA, Math</p>	Instructional Assessments: Subgroups Math				G	SWD	AA	SES	1	2014: 2015: 2016:	2014: 2015: 2016:	2014: 2015: 2016:	2	2014: 2015: 2016:	2014: 2015: 2016:	2014: 2015: 2016:	*Baseline scores will be established with the FY2014 administration				CRCT Subgroups MATH				G	SWD	AA	SES	3	2013:60% 2014:65% 2015:70% 2016:75%	2013:74% 2014:82% 2015:87% 2016:92%	2013:74% 2014:82% 2015:87% 2016:92%	4	2013:65% 2014:70% 2015:75% 2016:80%	2013:74% 2014:82% 2015:87% 2016:92%	2013:77% 2014:82% 2015:87% 2016:92%	5	2013:68% 2014:73% 2015:78% 2016:83%	2013:95% 2014:≥95% 2015:≥95% 2016:≥95%	2013:93% 2014:95% 2015:≥95% 2016:≥95%	6	2013:62% 2014:70% 2015:75% 2016:80%	2013:80% 2014:83% 2015:88% 2016:92%	2013:83% 2014:86% 2015:89% 2016:93%	7	2013:81% 2014:86% 2015:89% 2016:93%	2013:89% 2014:95% 2015:≥95% 2016:≥95%	2013:92% 2014:95% 2015:≥95% 2016:≥95%	8	2013:83% 2014:86% 2015:89% 2016:93%	2013:90% 2014:95% 2015:≥95% 2016:≥95%	2013:92% 2014:95% 2015:≥95% 2016:≥95%
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Objective I.2: <i>Student Success through effective instructional programs</i>	I.2.a: To focus instructional attention on CCGPS and best practices within standards-based classrooms	<ol style="list-style-type: none"> 1. Support continued use of classroom walkthrough observation utilizing <i>Observation 360</i> (Executive Cabinet) <ul style="list-style-type: none"> • Support administrators, instructional coaches, teacher leaders, and district office personnel in the consistent use of the instrument (CF) • Utilize the Georgia CLASS Keys Observation 360 template for all formal and informal CLASS Keys observations. 2. Support schools as they pilot the Teacher Keys Effectiveness System (TKES) (DFES, GES) 3. Conduct discussions at Principals meetings regarding instructional practices and walkthrough data. (Admin) 	<ul style="list-style-type: none"> • FY2014/2015/2016: Each teacher will receive a minimum of two informal CLASS Keys observations per year (or TKES equivalent) • FY2014/2015/2016: Each teacher will receive one formal CLASS Keys or GTOI observation per year • FY2014/2015/2016: All school administrators, instructional coaches, teachers leaders, and district office personnel are trained in the use of the evaluation instruments <p><i>*Administrators should submit their school evaluation plans for FY14 before October 1, 2013. System plans call for all certified teachers to be evaluated using</i></p>																																

Performance Objective	Initiatives	Action Steps	Performance Targets
		4. Central Office administrators are available, upon request from the Principal, to conduct informal observations at each school to address identified needs. (Executive Cabinet) 5. Utilize Data Director to analyze student data to guide CIP Planning (KR, NN, CF, JM, CCT) <ul style="list-style-type: none"> • Provide technical support to schools from Central Office 	CLASS Keys/TKES.
	I.2.b. To increase the graduation rate and decrease the drop-out rate	1. Support the use of Edgenuity as a credit recovery program for after-school and summer remediation (AB, BP, RC, CG) 2. Continue the “open campus” program for at-risk students (CG, SW, BP, NN, RC, CH) 3. Continue monthly Graduation Matters Meetings <ul style="list-style-type: none"> • Monitor the drop-out rate for grades 6-12 and support school completion initiatives (RTI Taskforce, Media Specialists, Counselors, Graduation Coaches, APs, ICs, CH, SB, JH, Admin) • Dropout Prevention Specialist and Admin report drop-out results at the monthly Graduation Matters Meeting and quarterly BOE meetings (including age, sex, race, reason) (CG, BP, NN) 	
	I.2.c. To provide equity in programs and opportunities	1. Continue to provide professional learning to support staff: inclusion, autism, PBIS, progress monitoring, and due process. (JM) 2. Support the implementation of EIP and Title I co-teaching teams. (Elementary Principals, KR) 3. Provide information for personnel seeking endorsements and/or career growth opportunities, such as ESOL, WIDA, Gifted, or Coaching. (Exec Cab) 4. Support opportunities for all students to engage in extra/co-curricular activities (including, but not limited to): <ul style="list-style-type: none"> • Athletics (BV, BL) • Interdisciplinary Special Olympics (LB) • Fine Arts (CG) • Reading Bowl (CF, Media Specialists) • Clubs (Principals) • CTSO (NN, TW, CG) • Literary (CW) • Golden Eagle (12th grade Counselor) • YGA (NN) • DAR (KR) • Governor’s Honors (HS Counselors) 	100% of New inclusion teams trained in co-teaching strategies (general ed and special ed teachers) <ul style="list-style-type: none"> • FY2014:100% • FY2015:100% • FY2016:100% 100% of Paraprofessionals trained in co-teaching strategies (general ed and special ed settings) <ul style="list-style-type: none"> • FY2014: 100% • FY2015: 100% • FY2016:100% % of students engaged in extra/co-curricular activities: <ul style="list-style-type: none"> • FY2014:55% • FY2015:60% • FY2016:65%

Performance Objective	Initiatives	Action Steps	Performance Targets
		<ol style="list-style-type: none"> 5. Monitor participation in FY2014 (Admin, CP, Ath Director) 6. Monitor and maintain 100% high-quality and effective instructional staff (EJ, Admin) <ol style="list-style-type: none"> a. Conduct CPI pre-conference in mid-September with each principal to ensure high-quality compliance (EJ, TM, Admin) b. Monitor the assignment of teachers to ensure a balance of experience and effectiveness (Admin) c. Implement a Teacher Mentor Program for teachers with 3 or less years of experience and those new to Jones County Schools.(EJ, Principals) 7. Provide district-wide inserts for student handbooks (EJ) 8. Conduct an analysis of tribunal decisions to determine trends (CBP) 	
Objective I.3: <i>Effective Student Support Services</i>	I.3.a. To maximize student support through quality guidance, family education, and other student support programs	<ol style="list-style-type: none"> 1. Monitor and support the <i>Teachers as Advisors Program</i> at 6-12 grades. (JW, NN, CF, Counselors) 2. Support opportunities for Title I family engagement to build parent capacity. (KR, Parent Coordinators, Admin) 3. Conduct fall training session for school councils (EJ) 4. Coordinate RTI, SST, and 504 services. (JM, SC) <ul style="list-style-type: none"> • Support student transition between schools and grade levels through collaborative meetings between Counselors and School Level Coordinators. 	<p>Gifted Parent Involvement</p> <ul style="list-style-type: none"> • FY2014/2015/2016:each school will document activities for involving family & community <p>Teachers trained in foundations of RTI</p> <ul style="list-style-type: none"> • FY2014:100% • FY2015:100% • FY2016:100%

Strategic Objective II: Improving Organizational and Operational Effectiveness

Performance Objective	Initiatives	Action Steps	Performance Targets
<p>Objective II.1: <i>Effective Operational Processes</i></p>	<p>II.1.a: To provide a safe and efficient School Nutrition program</p>	<ol style="list-style-type: none"> 1. Train staff in correct sanitation procedures (MW) 2. Improve customer service and quality of meals (MW) 3. Improve system-wide breakfast participation. (MW) 4. Improve system-wide lunch participation. (MW) 5. Provide information to parents and community to increase understanding of program requirements and nutritional needs of students. (MW) 	<ul style="list-style-type: none"> • FY2014/FY2015/FY2016: 97% Health Sanitation Scores <p>System-wide lunch participation:</p> <ul style="list-style-type: none"> • FY2014: 64% • FY2015: 65% • FY2016: 66% <p>System-wide breakfast participation:</p> <ul style="list-style-type: none"> • FY2014: 32% • FY2015: 33% • FY2016: 34%
	<p>II.1.b To improve access to and the reliability of hardware, software, and technology networking</p>	<ol style="list-style-type: none"> 1. Replace outdated and out of warranty computers in the classrooms, labs, and administrative offices as budget allows. (AB) 2. Replace out of warranty servers. (AB) 3. Improve the completion time of technology work orders. 4. Create technician schedules. (AB) 5. Replace aging network equipment with items purchased with eRate and local funding. 6. Add network drops and wireless access where needed as budget allows. (AB) 7. Schedule, manage, and assist contractor with install of SMART Boards and projectors in classrooms as budget allows. (AB) 8. Increase the bandwidth, density, and coverage. (AB) 9. Implementing new webhosting through School Desk. (CF) 10. Transitioning to new email provider. (AB) 	<p>Classroom Computers</p> <ul style="list-style-type: none"> • FY2014/FY2015/2016:100% of regular education classrooms with at least one modern computer for instruction. <p>Work Orders Completed:</p> <ul style="list-style-type: none"> • FY2014:100% within 3 days • FY2015:100% within 3 days • FY2016:100% within 3 days <p>Wireless Access</p> <ul style="list-style-type: none"> • FY2014/2015/2016:100% of instructional areas with wireless access <p>SMART Board Installations</p> <ul style="list-style-type: none"> • FY2014/2015/2016: 10 classrooms outfitted with SMART Boards and projectors (numbers per school based on FTE)
	<p>II.1.c. To improve preventative/ground maintenance, custodial services at the school facilities</p>	<ol style="list-style-type: none"> 1. Continue use of Maintenance Direct to schedule and track system maintenance (KB) 2. Implementation of Spartan Custodial Certification Program (CM) 3. Implementation of Compuclean Custodial Software, phase 2 release (CM) 4. Development of System Custodial Standards Handbook (CM) 5. Involve facility staff in the evaluation process of custodial services (CM) 	<p>Minimum Cleanliness Standards Met</p> <ul style="list-style-type: none"> • FY2014/2015/2016:100% <p>Minimum Certification Requirements Met</p> <ul style="list-style-type: none"> • FY2014/2015/2016:100%

Performance Objective	Initiatives	Action Steps	Performance Targets
		<ol style="list-style-type: none"> 6. Update AHERA management plans for all campuses (CM) 7. Work with Lead custodians on leadership skills, inventory management, and time management (CM) 8. Conduct facility cleanliness inspections a minimum of twice a year.(CM) 	All facilities will have current asbestos inspection and management plans. Asbestos inspections and management plans will be sent to Georgia DOE as required in a timely manner.
	II.1.d. To plan for and construct schools, classrooms, and facilities	<ol style="list-style-type: none"> 1. Develop a detailed Facilities Study for all Facilities (KB, CM, BM) 2. Maintenance of a five year plan (KB, CM, BM) 3. Plans and schedules for replacement facility for Gray Elementary School and other identified capital projects as funds are available. (KB, CM, BM) 	<p>FY2013:</p> <ul style="list-style-type: none"> • Forms and paperwork process begins for the updating of the current five year plan to prepare to be sent to Georgia DOE <p>FY2014:</p> <ul style="list-style-type: none"> • Begin planning and building process for new Gray Elementary facility. <p>FY2015:</p> <ul style="list-style-type: none"> • Completion of new Gray Elementary facility
	II.1.e. To improve Operational effectiveness through incorporation of SmartEnergy Schools strategies within the system	<ol style="list-style-type: none"> 1. Provide to administrative staff monthly utility usage reports (CM) 2. Train/inform staff of cost saving measures that can be done on daily, monthly, quarterly and annual time frames to increase the potential for both usage and monetary savings (CM) 	
Objective II.2: <i>Effective Personnel Processes</i>	II.2.a To recruit and retain highly qualified teachers, paraprofessionals, and other support staff	<ol style="list-style-type: none"> 1. Support CLASS Keys/TKES implementation (Executive Cabinet) 2. Collect teacher evaluations within specified timelines (EJ) <ul style="list-style-type: none"> • Review evaluations with superintendent 3. Monitor documentation of teacher renewal, non-renewal process, and Annual unsatisfactory evaluations.(EJ) <ul style="list-style-type: none"> • Provide deadlines, email updates, follow-up meetings, professional learning, etc. 4. Create and implement a tracking system for collecting exit data from all employees (EJ) <ul style="list-style-type: none"> • Create an exit survey for employees and analyze results (EJ) 5. Support a process for recruiting and retaining high-performing staff (Executive Cabinet, Principals) 	<ul style="list-style-type: none"> • FY2014/2015/2016:100% of teachers trained in Class Keys • FY2014/2015/2016:100% of teachers are highly qualified • FY2014/2015/2016:100% of paraprofessionals are highly qualified
	II.2.b To provide a safe and efficient transportation program for	<ol style="list-style-type: none"> 1. Improve utilization of <i>VersaTrans</i> software program to improve routing and allocation of resources (buses and drivers) WV) 2. Monitor the professional training and assessment of all 	<p>TARGETS:</p> <ul style="list-style-type: none"> • FY2014/FY2015/FY2016:100% of drivers are trained

Performance Objective	Initiatives	Action Steps	Performance Targets
	the staff and students of Jones County	transportation personnel. (WV, TP) 3. Manage system to ensure that all Board owned vehicles meet or exceed safety standards. (WV, JP) 4. Investigate all accidents and hazardous situations and provide suggestions to eliminate them. (WV) 5. Participate in training programs to increase skills and proficiency. (WV, TP)	<ul style="list-style-type: none"> FY2014/FY2015/FY2016:VersaTrans completely implemented FY2014/FY2015/FY2016:100% of supervisors are trained in reasonable suspicion FY2014/FY2015/FY2016:100% of drivers are accident/incident free FY2014/FY2015/FY2016: 100% buses equipped with 247 Camera System FY2014/FY2015/FY2016: All drivers score 85% proficient or higher on Skill Driving Test.
Objective II.3: <i>Effective Financial Processes</i>	II.3.a To ensure smooth, efficient, and effective system budget, financial, and employee compensation	1. Provide detailed budget report and analysis for all departments and grants every 60 days (federal and state) (TM, JH, BM) 2. Conduct yearly audits of school financial accounts (TM, JH, BM) 3. Improve operations of Central Office level accounting (e.g., protocols and procedures) (JH, TM) <ul style="list-style-type: none"> All department heads and principals will receive fund balance reports upon request 4. Continue Medicaid billing and ACE claiming (JM)	<ul style="list-style-type: none"> FY2014:All designated therapists will submit 60% Medicaid ACE billing FY2015:All designated therapists will submit 65% Medicaid ACE billing FY2016:All designated therapists will submit 70% Medicaid ACE billing
Objective II.4: <i>Continuous Improvement Processes</i>	II.4.a: To provide a process of continuous improvement of all system and school processes and performance	1. Completion of FY2014 system CIP–April 10, 2013 2. Completion of FY2014 system CCRPI/BSC–September 3, 2013 3. FY14 system CIP shared with school staff and stakeholders by May 9, 2013 4. Completion of school CIP August 1, 2013 5. Completion of school CCRPI/BSC – October 4, 2013 6. System and school CIP plans will be posted on District Website – August 1, 2013 7. Conduct monthly Exec Cab, CCT, and Principal meetings (Executive Cabinet) <ul style="list-style-type: none"> Embedded professional learning activities for principals (CLASS Keys, CCGPS, TKES, LKES, Modeling, Peer Observations, DI, technology, etc.) 8. Monitor school BST meetings monthly (Executive Cabinet, Principals) <ul style="list-style-type: none"> Create common repository for monthly agendas and minutes 9. Conduct formal and informal performance reviews with schools (Executive Cabinet) <ul style="list-style-type: none"> Request support from MGRESA on developing internal GAPSS team protocols (BM) 10. Monitor the CCRPI/BSC at the system and school level (Exec Cab,	% of Schools with updated CIPs and BSCs <ul style="list-style-type: none"> FY2014:100% FY2015:100% FY2016:100% GAPSS Analysis <ul style="list-style-type: none"> FY2015: Internal Elementary School Program Review FY2016:Internal Middle / High School Program Review FY2016:External Elementary Program Review FY2017:External Middle / High School Program Review FY2018:SACS Reaccreditation

Performance Objective	Initiatives	Action Steps	Performance Targets
		CCT) 11. Provide updated SACS/CASI information/reports (EJ) <ul style="list-style-type: none"> • Monitor progress on Required Actions • Update system and school AdvancED Executive Summaries in ASSIST – September 3, 2013 12. Monitor the progress of addressing GAPSS and SACS findings at all levels. (Executive Cabinet) 13. Support school level grant writing teams (KR, NN, CF) <ul style="list-style-type: none"> • Collaborate with schools to align grants with system and school needs identified in the CIP 14. Support a Leadership Development Program to identify and train future school leaders. (Executive Cabinet)	

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Strategic Objective III: Professional Learning and Growth

Performance Objective	Initiatives	Action Steps	Performance Targets
<p>Objective III.1: <i>Effective Continuous staff learning and growth through targeted Professional Learning</i></p>	<p>III.1.a To improve the effectiveness of Standards-Based Teaching and Learning throughout the system</p>	<ol style="list-style-type: none"> Support the analysis of classroom walkthrough observation data and its use in guiding adjustments to instruction and identified professional learning (using Georgia CLASS Keys Observation template in Observation 360 and the TKES walkthrough form (Executive Cabinet) <ul style="list-style-type: none"> Monitor summaries of observations (percentages) at Principal meetings Ensure that analysis of observation data regarding standards-based teaching and learning is cascaded to instructional staff Support and monitor the use of PD360 and Common Core 360 as a professional development tool (aligned with CLASS Keys and School Improvement) (Executive Cabinet) Continue to support professional learning communities at all schools and grade levels (Admin, ICs) 	<ul style="list-style-type: none"> FY2014/2015/2016: 100% of schools will provide analysis of classroom walk-throughs on a monthly basis and disseminate to instructional staff
	<p>III.1.b Support increased academic achievement of students with disabilities</p>	<ol style="list-style-type: none"> Support the training of non-core content teachers and paraprofessionals in meeting the needs of students with disabilities (JM) <ul style="list-style-type: none"> Assess training needs Support the training of GAA process (JM, CMc, CF) <ul style="list-style-type: none"> Provide mandatory training for all GAA involved teachers and school testing coordinators Monitor ELAM GAAs every nine weeks Monitor Jones County GAAs in December 2013 and March 2014 Support the alignment of curriculum for PEC ACCESS courses (as prescribed by GAA) (JM) Train and support the use of assistive technology as appropriate (AT) Support the training of CRCT-M qualifications/selection process (JM, CF, PEC Leads) 	<p>FY2014/2015/2016: GAA Trained: 100%</p> <p>FY2014/2015/2016: Eliminate non-scoreables for GAA</p>
	<p>III.1.c To provide technology training to all staff</p>	<ol style="list-style-type: none"> Train and monitor effective use of instructional and administrative technology, including but not limited to: (CF) <ul style="list-style-type: none"> Teacher Web pages (Media Specialists) Observation 360 Common Core 360 PDExpress PD360 Math-related instruction (Accelerated Math, STAR Math, 	<p>TARGETS: Instructional Technology</p> <ul style="list-style-type: none"> FY2014/2015/2016: Instructional Technology Course goals defined in technology CIP <p>TARGETS: Student Information/Data</p> <ul style="list-style-type: none"> FY2014/2015/2016: Monthly Data Clerk

Performance Objective	Initiatives	Action Steps	Performance Targets
		<ul style="list-style-type: none"> Destination Math) • STAR Reading • Accelerated Reader • Student-produced video/film (Media Specialists) • Web 2.0 tools (Media Specialists) • SMART Products(CF) • Student Response Systems • Edgenuity • Data Director • SEMSTracker (JM) • McAleer (JH, TM) • Infinite Campus (CP) <ul style="list-style-type: none"> ○ 4th and 5th GradeBook • ISTE standards (CF) • Safari Montage (Media Specialists) • USA Test Prep (RK) • School Desk (Media Specialists) • TLE Platform (CF) <ol style="list-style-type: none"> 2. Conduct monthly SIS clerk meetings and provide updates at principals' meetings (CP) 3. Conduct 8th grade Technology Literacy Assessment in accordance with ESEA of 1965 (CF) <ul style="list-style-type: none"> • Explore the availability of technology literacy assessment tools for elementary students 4. Establish Software Support Team at each school (AB, Media Specialists) 	<p>Meetings/Administrative Updates /On Time State Data Collections Sign off</p> <p>TARGETS: Instructional Technology</p> <ul style="list-style-type: none"> • FY2014/2015/2016: 100% of appropriate staff trained on Instructional Technology • FY2014/2015/2016:100% of instructional technology courses shall reflect and infuse the ISTE NETS-S and NET-T standards • FY2014/2015/2016:technology walk-throughs (K-12) shall be performed monthly • FY2014/2015/2016:50% of 8th grade students shall pass the 8th grade Technology Literacy Assessment (student achievement area)/60%/70%
	III.1.d To support continuous improvement training	<ol style="list-style-type: none"> 1. Provide June and July Leadership Trainings for administrative teams (Executive Cabinet) 2. Continue regular Graduation Matters Meetings and break-out sessions 	<p>Attendance at CCT/principal meetings</p> <ul style="list-style-type: none"> • FY2013:100% • FY2014:100% • FY2015:100%
	III.1.e To support individual school professional learning	<ol style="list-style-type: none"> 1. Provide guidance for alignment of available resources to identified professional learning needs (Executive Cabinet) 2. Monitor implementation of school professional learning plans (KR) <ul style="list-style-type: none"> • Approve <i>Course Proposals</i> for school • Approve <i>Out-of-District Activity Proposals</i> for school staff 3. Analyze the frequency of teacher absences from attending 	<p>Professional Learning Needs</p> <ul style="list-style-type: none"> • FY2014/2015/2016:100% of schools have professional learning plans that are aligned to school CIP

Performance Objective	Initiatives	Action Steps	Performance Targets
		professional learning activities (KR)	
	III.1.f To ensure efficient and effective support services by training non-certified staff	<ol style="list-style-type: none"> 1. Continue the monthly Local School Accountant (LSA) training (JH) 2. Continue the monthly data clerk training (CP) 3. Support the continued use of a comprehensive custodial training program (CM) 4. Support an ongoing training plan for office support staff (Executive Cabinet, Principals) <ul style="list-style-type: none"> • Office norms (roles and responsibilities) • Build skill set for effective oral and written communication • Cross training • Continuous improvement learning community 	100% FERPA training participation for all employees
	III.1.g To provide training to support CCGPS	<ol style="list-style-type: none"> 1. Support DOE provided K-12 CCGPS training (KR, NN, CF, ICs) 2. Provide training for Instructional Coaches in CCGPS and support re-delivery to schools (KR, NN, CF, ICs) 3. Support use and training of Common Core 360 (KR, NN, CF, ICs) 	100% Instructional Coaches trained 100% Instructors trained
<i>Objective III.2: Effective Assessment of Professional Learning</i>	III.2.a To align Professional Learning to System Improvement Goals and Policy requirements	<ol style="list-style-type: none"> 1. Examine the results of the data regarding professional learning needs and policy requirements to make adjustments to plans as needed. (KR, EJ) 	Professional Learning Alignment to CIP <ul style="list-style-type: none"> • FY2014:100% • FY2015:100% • FY2016:100%

Strategic Objective IV: School Climate and Stakeholder Satisfaction

Performance Objective	Initiatives	Action Steps	Performance Targets
<p>Objective IV.1: <i>Schools will be safe and enriching</i></p>	<p>IV.1.a To develop systematic approaches to providing a safe learning environment for all constituents</p>	<ol style="list-style-type: none"> Review system safety plan (CP) <ul style="list-style-type: none"> Distribute copies of the system safety plan to Central Office administrators and principals Revise/edit protocol of contact from school level to Central Office Conduct a mock system disaster drill for Central Office Conduct a system table top scenario (School Safety Teams and Administration) Involve all key central departments in reviewing safety plans (transportation, facilities, receptionists, nutrition, etc.) Assess each school's CPR and Mindset certified staff needs Provide required trainings to staff: <ul style="list-style-type: none"> Health-Based Training Bullying Seclusion/Restraint Mandatory Reporting Blood Borne Pathogens Diabetic Management Epipen Use Code of Ethics Fraud Waste and Abuse Federal Program Complaint Procedures Bus Safety and Evacuation Acceptable [Internet] Use Agreement (AUA) Cyberbullying 	<ul style="list-style-type: none"> FY2014:50% of staff at each school CPR Certified FY2015:75% of staff at each school CPR Certified FY2016 85% of staff at each school CPR FY2014:25 Safety Course Sessions w/GEMA FY2015: Integrate additional organizational involvement in training sessions FY2016: Expand additional organizational involvement in training sessions FY2014,2015,2016:100% NIMS Compliant FY2014,2015,2016: 100% GAINS Reporting FY2014,2015,2016:Safe Schools Interagency Teams Maintained
<p>Objective IV.2: <i>Students, staff, parents, and community will be satisfied and involved with the direction of the schools and system</i></p>	<p>IV.2.a To improve system personnel perception of Central Office support and communication with the schools</p>	<ol style="list-style-type: none"> Increase visibility of central office staff in schools (Executive Cabinet) <ul style="list-style-type: none"> School Events BST Meetings Walkthroughs, etc. 	<p>Anecdotal records of central office staff participation</p>
	<p>IV.2.b To increase staff, parent, student, and community perceptions of school</p>	<ol style="list-style-type: none"> Examine results of stakeholder satisfaction survey (Executive Cabinet) Conduct regular stakeholder meetings for Title I and Special Education (JM, KR, AW) Conduct focus group meetings as needed to solicit input on selected topics 	

	quality	and subjects (Executive Cabinet) 4. Provide opportunities for communication with various media outlets	
	IV.2.c To increase regular and consistent school attendance in grades K-12	1. Monitor the implementation of the Jones County Attendance Plan and protocols (JW, JH, Principals) 2. Ensure the accuracy of school attendance and other school records (Executive Cabinet, CP, Principals, Teachers)	
	IV.2.d To increase community/business partnerships and volunteer hours	1. Create a formal Business Partners in Education Program (BM) <ul style="list-style-type: none"> Establish steering committee, timeline, and calendar Develop plans to formally recognize business partners (event) 	TARGETS: • FY2014:develop partnership guidelines

Color Coding:

Green = Met or Exceeded Target

Yellow = Did not meet Target, but did not decrease from the previous year -OR- Did not meet target, but maintained score of 90% or higher

Red = Did not meet Target, and actual score decreased from the previous year

Gray = Baseline score/No previous score

FY13 Scores are Actual

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