

Strategic Objective I: Improving Student Achievement and Success

Gray Elementary School - Jones County School System- FY15

Note: All targets for FY2015 and FY2016 are projected for the CRCT. The Georgia Milestones will be given to all students beginning in the Spring of 2015. At this time, we cannot accurately make comparisons between the two tests. Adjustments will be made once the new test scores are released.

Performance Objective	Initiatives	Action Steps	Performance Targets				
Objective I.1: <i>Student Mastery of the Common Core Georgia Performance Standards (CCGPS) and/or Georgia Performance Standards :</i>	I.1.a: To align and implement curriculum, instruction, and assessment to the CCGPS and/or GPS	1. Ensure veteran and new teachers have access to updated curriculum documents for Common Core GPS (KB) No new teachers for FY15	CRCT: All Students (Percent of students scoring at Meets or Exceeds; Required participation rate ≥ 95%)				
		2. Use classroom walkthroughs, grade level meetings, and BST meetings to ensure that teachers are implementing the curriculum with fidelity, as evidenced by a variety of curriculum documents. (LP, DS, KB, BST) TKES Orientation and Pre-Evaluation Conferences held as of 8-24-14.					
		<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) 	Grade	Year	Rdg	ELA	Math
		3. Monitor the implementation of Data Teams to ensure comprehensive analysis of all data sources is used to improve instructional effectiveness and student growth. (LP, DS, KB)	3	2013	96/93	91/90	81/81
		4. Assist teams in the school in developing and administering periodic common formative assessments to guide instructional practices. (LP, DS, KB)	2014	93/98	95/95	83/86	
5. Lead the textbook adoption process according to the DOE adoption cycle (KB)	2015	≥95%	95%	85%			
	2016	≥95%	≥95%	88%			
	4	2013	93/95	95/98	85/95		
	2014	95/96	95/95	88/97			
	2015	≥95%	95%	87%			
	2016	≥95%	≥95%	89%			
	5	2013	94/96	97/95	86/96		

6. Facilitate continued support of ACCESS needs (PEC). (LP, DS)

7. Create and monitor the implementation of a comprehensive Professional Learning Plan based on identified needs, including: (LP, DS, KB)

- *SACS Required Actions*
- *GAPSS Recommendations*
- *TKES*
- *LKES*
- *PD 360*
- *Instructional Coaches Modeling Plan*
- *Vertical Alignment*
- *Classroom management with one-to-one technology.*
- *Student Learning Objectives (SLO) implementation*
- *BYOD - Bring your own device*

8. Create and implement Professional Learning Plans that are aligned to the school's CIP.

[Professional Learning Plan updated 8-29-14](#)

9. Examine the results of data regarding the professional learning needs and policy requirements to make adjustments to the plans as needed.

[Professional Learning Needs Assessment Survey conducted and analyzed 8-28-14](#)

**CRCT: All Students – Science
(Percent of students scoring at Meets or Exceeds; Required participation rate ≥95%)**

Grade	2013	2014	2015	2016
3	84/82	87/87	90%	93%
4	89/84	91/89	93%	93%
5	90/97	92/93	93%	93%

***FY2013 scores are actual**

**CRCT: All Students – Social Studies
(Percent of students scoring at Meets or Exceeds; Required participation rate ≥95%)**

Grade	2013	2014	2015	2016
3	86%	84/90	90%	92%
4	87%	92/88	91%	93%
5	87%	86/90	91%	93%

***FY2013 scores are actual**

Note: The Georgia Writing Assessment for grades 3 and 5 will not be given in FY15.

I.1.b To close the achievement gap among different school populations (SWD, ED, Minority)

Grade 3 Writing Assessment

(Percent of students scoring at Meets or Exceeds; Required participation rate $\geq 95\%$)

2013	2014	2015	2016
87%	89%	Column 1	Column 1

Grade 5 Writing Assessment

2013	2014	Column 1	Column 2
84/81	87/81		

Lexile Measures
Percentages represent the CCRPI Adjusted Performance on Indicator (%)

Column1	2012	2013	2014	2015
3rd Percent of Students in grade 3 achieving a Lexile measure ≥ 650	63.7	66.7		

1. Support the instructional coach with methods for tracking at-risk students. (KB, KJB, Lacy, RtI Taskforce)

5th Percent of Students in grade 3 achieving a Lexile measure \geq 850	76.1	71.8		
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RtI grade level updates held the first week two and three of school

2. Ensure the implementation of progress monitoring for students with disabilities in math and reading (LP, DS, KB, DL)

- PEC teachers will meet monthly to review progress monitoring data and report to the principal.

PEC teachers reviewed prior progress monitoring data and schedules to ensure program integrity the first week of school

- Conduct annual data audit with PEC teachers.

3. Review and monitor 504 Accommodation Plans and the Response to Intervention (RtI) protocols to ensure fidelity of implementation, (KB, RtI Taskforce, Maki, RM, LP)

All 504 Accommodation Plans reviewed the first week of school with annual meetings planned

- Facilitate regularly scheduled meetings with school task force members at the county level (JM, SM)
- Review progress monitoring reports quarterly with subpopulations clearly identified for adjusting instructional strategies for Tier 2 and Tier 3 students (KB, SM)
- Continue the use of software, such as GRASP, for the purpose of universal screening and progress monitoring for reading and mathematics (KB, Teachers)

First GRASP screener August 13, 2014

- Conduct and review RtI needs assessment (KB, LP)

RtI grade level updates held the first week two and three of school; These are used to begin the needs assessment

4. Allocate 20-day funds and direct the development and implementation of after-school programs and other supplemental services (KB, LP)

- Plans for 20-day funds approved and implemented by October 31, 2014
5. Monitor inclusion (co-teaching) at all grade levels (LP, DS, DL, SB)
- Identify exemplary co-teaching teams to aid with training and modeling (LP, DS, JM)
 - Conduct walkthroughs in co-taught classrooms (LP, DS, PLV Teams)
 - Monitor participation in general education environments (LP, DS, DL)
6. Monitor the progress of EL students (KB)

WAPTs given on new students at the beginning of the year;
Progress updates on all EL students the first two weeks of school

- Regularly scheduled meetings with EL Task Force (KB)

Annual meetings scheduled by EL Coordinator

- Receive and support on-going training on WIDA Standards instruction to EL Task Force and classroom teachers (KB)

Beaver has worked with all homeroom teachers on WIDA Standards to begin the year (Aug. 2014)

7. Continue implementation and training of Orton Gillingham and Souday Learning training and apply the learned strategies (PEC, EIP, Title I)

8. Participate in a daily segment for acceleration of all students through STAR (Students and Teachers Acceleration Rotation) school wide. (All)

9. Develop Action Plans for students who were retained, administratively placed and/or who did not meet on the CRCT or the CRCT-M for the 2013-2014 school year. The plans will help to ensure the success of the students for the 2014-2015 school term. (KB)

Students identified, data and intervention sheets in place, implement on 9-2-2014

CRCT Subgroups READING

(Percent of students scoring at Meets or Exceeds; Required participation rate $\geq 95\%$)

G	Year	SWD	AA	SES
3	2013	94/100	95/81	96/90
	2014	95/100	95/95	96/97
	2015	$\geq 95\%$	93%	$\geq 95\%$
	2016	$\geq 95\%$	$\geq 95\%$	$\geq 95\%$
4	2013	87/100	95/94	95/84
	2014	90/91	95/94	95/96
	2015	91%	94%	95%
	2016	93%	$\geq 95\%$	$\geq 95\%$
5	2013	95/100	95/89	96/88
	2014	95/100	95/100	96/100
	2015	95%	$\geq 95\%$	$\geq 95\%$
	2016	$\geq 95\%$	$\geq 95\%$	$\geq 95\%$

*FY2013 reflects change to CCGPS tests in Reading, ELA, Math

CRCT Subgroups MATH
 (Percent of students scoring at Meets or Exceeds; Required participation rate $\geq 95\%$)

Grade	Year	SWD	AA	SES
3	2013	94/69	94/70	94/70
	2014	95/58	95/76	95/76
	2015	70%	87%	87%
	2016	75%	92%	92%
4	2013	70/100	83/82	80/88
	2014	75/91	88/94	83/96
	2015	75%	87%	87%
	2016	80%	92%	92%
5	2013	75/75	94/100	94/96
	2014	80/100	95/100	95/100
	2015	78%	$\geq 95\%$	$\geq 95\%$
	2016	83%	$\geq 95\%$	$\geq 95\%$

*FY2013 reflects change to CCGPS tests in Reading, ELA, Math

CRCT Subgroups ELA
 (Percent of students scoring at Meets or Exceeds; Required participation rate $\geq 95\%$)

Grade	Year	SWD	AA	SES
3	2013	95/89	95/75	95/83
	2014	95/100	95/91	95/93
	2015	92%	89%	92%
	2016	94%	93%	94%
4	2013	94/100	95/94	92/92
	2014	95/90	95/98	95/91

	2015	88%	92%	92%
	2016	92%	94%	94%
5	2013	87/100	96/95	95/88
	2014	92/83	96/95	95/93
	2015	87%	≥95%	≥95%
	2016	92%	≥95%	≥95%

*FY2013 reflects change to CCGPS tests in Reading, ELA, Math

CRCT Subgroups Science
(Percent of students scoring at Meets or Exceeds; Required participation rate ≥95%)

Grade	Year	SWD	AA	SES
3	2013	88/53	92/57	92/70
	2014	92/90	94/68	94/77
	2015	78%	78%	82%
	2016	83%	83%	88%
4	2013	78/63	88/85	88/96
	2014	83/75	92/84	92/82
	2015	78%	87%	88%
	2016	83%	92%	92%
5	2013	70/50	88/84	88/72
	2014	78/66	92/83	92/94
	2015	70%	88%	87%
	2016	75%	92%	92%

CRCT Subgroups Social Studies
(Percent of students scoring at Meets or Exceeds; Required participation rate ≥95%)

Grade	Year	SWD	AA	SES
3	2013	60	67	77
	2014	84/80	84/82	84/81
	2015	70%	92%	87%

Objective 1.2:
Student
Success
through
effective
instructional
programs

I.2.a: To
focus
instructional
attention on
CCGPS and
best practices
within
standards-
based
classrooms

1. Continually use classroom walkthrough observation utilizing
TLE Platform (LP, DS)

	2016	75%	94%	92%
4	2013	63	80	74
	2014	92/75	92/84	92/82
	2015	78%	87%	87%
	2016	83%	92%	92%
5	2013	50	79	69
	2014	86/64	86/78	86/79
	2015	65%	89%	87%
	2016	70%	93%	92%

*FY2013 reflects baseline data for Social
Studies

**Percent of Students With Disabilities served
in general education environments >80% of
the school day**

Gray Elementary	84.3	83.6		
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2. Develop Teacher Keys Evaluation System Plans for all certified faculty except the counselor, instructional coach, SLP, media specialist, and administration. Support the implementation of the TKES by:

Pre-evaluation conferences held on 8-24-14

- Provide training to all certified teachers on TKES (LP, DS)

Training provided on 8-4-2014 and throughout the year

I.2.b. To increase the graduation rate and decrease the drop-out rate

- Support the instructional coach in the consistent use of the appropriate walk-through instrument (LP, DS)

Walk-through instruments developed in IC meeting on 8-25-14

3. Model the use of Data Teams concept to guide CIP Planning. (LP, DS, BST)

1. Continue monthly Graduation Matters Meetings (DS, KB, KJB, CS)

2. Monitor the predictors for High School Graduation at the

· FY2015/2016/2017: Each teacher will be evaluated using the state-mandated models.

· FY/2015/2016/2017: Each teacher will receive two formal TKES observations per year

· FY/2015/2016/2017: **All** school administrators, instructional coaches and teachers are trained in the use of the evaluation instruments

****Administrators should submit their school evaluation plans for FY15 before October 1, 2014. System plans call for all certified teachers to be evaluated using TKES.***

Data from 2012 CCRPI Report

Core Content Area Course Achievement

	2012	2013	2014	2015	2016
5 th Grade					

Percent of students in grade five passing at least five courses in core content areas (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT	94.4	80			
	*Just passing required courses	Passing courses and all CRCT areas			

Data from 2012 CCRPI Report

Table C

Percent of Students Scoring Exceeds on CRCT						
Required participation rate ≥95%						
Grade	Year	Reading	ELA	Math	Science	Social Studies
3	2012	44%	32%	35%	33%	18%
	2013	53%	35%	47%	36%	25%
	2014	56/58	38/33	50/54	39/36	28/32
	2015	%	%	%	%	%

I.2.c. To improve student performance on post high school readiness indicators

	2016					
		%	%	%	%	%
4	2012	45%	34%	33%	50%	30%
	2013	47%	33%	37%	48%	26%
	2014	50/54	36/41	40/46	51/46	29/27
	2015	%	%	%	%	%
	2016	%	%	%	%	%
5	2012	31%	40%	31%	47%	24%
	2013	38%	35%	47%	45%	32%
	2014	41/43	38/39	50/56	48/56	35/34
	2015	%	%	%	%	%
	2016	%	%	%	%	%

I.2.d. To provide equity in programs and opportunities

1. Continue to provide professional learning to support staff: inclusion, autism, PBIS, progress monitoring, and due process. (LP, VB, AC, JM, DS, KB)

100% of New inclusion teams trained in co-teaching strategies (general ed and special ed teachers)

2. Provide information for personnel seeking endorsements and/or career growth opportunities, such as ESOL, WIDA, Gifted, or Coaching. (LP, DS, KB)

• FY2014: 100%	• FY2015:100%	• FY2016:100%		
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**100% of Paraprofessionals trained in co-teaching strategies
(general ed and special ed settings)**

• FY14: 100%	• FY15: 100%		• FY16: 100%			
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3. Support opportunities and monitor participation for all students to engage in extra/co-curricular activities (including, but not limited to):

- a. Chorus (MT)
- b. Jazzy Pups (AW, MT)
- c. Beta Ready (LA)
- d. Student Council (MC, AU)
- e. Academic Quiz Bowl (WM, JM)
- f. Math Club (grades 2-5)
- g. Reading Bowl (CS)
- h. Spin Masters YoYo Club (PB)
- i. Drama Club (JP, LP)
- j. Fire Marshals (KJ)
- k. Guardian Angels (CO, RM)
- l. Project Unify: R-Word Rally (LP)
- m. Young Athletes (AW, KH, MN)

Trips

- a. Chorus Competition/Performances (MT)

# of students who participated in said events					
Club/ Event	2012	2013	2014	2015	2016
	639	576	563		
	students	students	students	students	students
A	41/6%	35/6%	59/10%		
B	12/2%	22/4%	24/4%		
C	37/6%	40/6%	38/7%		
D	14/2%	15/3%	16/3%		
E	26/4%	45/7%	26/5%		
F	11/2%	73/8%	41/7%		
G	13/2%	6/1%	12/2%		
H	89/14%	43/7%	22/4%		
I	25/3%	28/4%	16/3%		
J	8/1%	9/2%	5/1%		
K	30/4%	40/7%	34/6%		
L	NA	NA	16/3%		
M	NA	14/3%	13/2%		

- b. Jazzy Pups (AW, MT)
- c. Step Up and Lead Conference (MC, AU)
- d. Academic Quiz Bowl Competition/Tournaments (WM, JM)
- e. Reading Bowl Competitions (CS)
- f. Spin Masters YoYo Club (PB)
- g. Grade-level CCGPS Oriented Field Trips (LTs)
- h. 5th Grade Trip (DS)
- i. Gifted and Talented Environmental Educational Trip (WM)

Trip	2012 Actual	2013 Actual	2014 Actual	2015 Actual	2016 Actual
	0-choral festival	0-choral festival	0-Honors, Chorus		
	2-Honor Choir	9-Honor Choir	61-LGPE		
A					
B	12/2%	22/4%	24/4%		
C	0	14/3%	16/3%		
D	26/4%	6/1%	26/5%		
E	13/2%	25/4%	12/2%		
F	75/14%	17/3%	22/4%		
H	639/100	576/100	563/100		
I	26/4%	29/5%	27/5%		
J	28/4%	39/7%	44/8%		
K	28/4%	39/7%	44/8%		

Table F

	I.3.a. To maximize student support through quality guidance, family education, and other student support programs	4. Monitor and maintain 100% high-quality and effective instructional staff (LP)	Career Awareness Initiatives					
		Hired T. Allen and S. Nelson						
		a. Monitor the assignment of teachers to ensure a balance of experience and effectiveness (LP)		2012	2013	2014	2015	2016
		b. Implement a Teacher Mentor Program for teachers with 3 or less years of experience and those new to Jones County Schools.(DS)	Elementary: Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters		100	100		
		Updated Mentoring Plan completed 8-19-2014	Elementary: Percent of fifth grade students with a complete career portfolio by end of grade 5		97.8	100		
		5. Provide student handbooks to all students (LP)	Data from 2012 CCRPI Report					
Objective I.3: Effective Student Support Services		Provided at Open House						
		1. Support opportunities for Title I family engagement to build parent capacity. (LP, RM)						
		Curriculum Nights, Volunteer Training, New Parent Orientation						
		2. Encourage attendance of fall training session for School Council (LP)						
		4. Coordinate RTI, SST, and 504 services. (KB, RM)						

	<ul style="list-style-type: none"> Support student transition between schools and grade levels through collaborative meetings between Counselors and School Level Coordinators. (KJB)
	5. Monitor the participation of grade specific career awareness lessons and activities aligned to Georgia's Career Clusters (KJB, JP) See Table F
	Phillips met with Jackson from 4H about Career Lessons

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

