

**Gray Station Middle School
Continuous Improvement Plan
2014 -2015**

Strategic Objective I: Improving Student Achievement and Success

Performance Objective	Initiatives	Action Steps	Performance Targets																																																												
<p>Objective I.1: <i>Student Mastery of the Georgia Performance Standards(GPS for Science/SS)/Common Core Georgia Performance Standards(CCGPS) for Language Arts/Math</i></p>	<p>I.1.a: To align and implement curriculum, instruction, and assessment to the GPS/CCGPS</p>	<ol style="list-style-type: none"> 1. Monitor the implementation of curriculum maps and ensure they are updated as needed (WC, DH, DGH) <ul style="list-style-type: none"> • Instructional Calendar • Standards (with identified “priority” standards) • Unit Frameworks (In-Progress) • Curriculum Maps aligned with GPS/CCGPS • Lesson Plans (including differentiated instruction, flexible grouping, common formative assessments, performance tasks, and student use of technology.) 2. Use classroom walk-throughs, vertical content meetings, grade level/content meetings and work sessions to ensure that curriculum is being implemented. (WC, DH, DGH) 3. Monitor the development/modification of units that align with CCGPS and Georgia Milestones Assessment. (All faculty) <ul style="list-style-type: none"> • Math • ELA • ELA Literacy Standards in History, Science, Technical Subjects 4. Implement system-wide benchmarks aligned to GPS/CCGPS (WC, DH, DGH) <ul style="list-style-type: none"> • Faculty analysis of data (CRCT/Benchmark) • School reports quarterly (October, February, April) • “State of the Schools” communication to stakeholders after each benchmark cycle 5. Implement system-wide CFAs aligned to GPS/CCGPS 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">CRCT: All Students</th> </tr> <tr> <th style="text-align: center;">G</th> <th style="text-align: center;">Reading</th> <th style="text-align: center;">ELA</th> <th style="text-align: center;">Math</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6</td> <td>2014:99% 2015:≥95% 2016:≥95%</td> <td>2014:94% 2015:≥95% 2016:≥95%</td> <td>2014:92% 2015:≥95% 2016:≥95%</td> </tr> <tr> <td style="text-align: center;">7</td> <td>2014:98% 2015:≥95% 2016:≥95%</td> <td>2014:98% 2015:≥95% 2016:≥95%</td> <td>2014:95% 2015:≥95% 2016:≥95%</td> </tr> <tr> <td style="text-align: center;">8</td> <td>2014:99% 2015:≥95% 2016:≥95%</td> <td>2014:97% 2015:≥95% 2016:≥95%</td> <td>2014:95% 2015:≥95% 2016:≥95%</td> </tr> <tr> <th colspan="4" style="text-align: center;">CRCT: All Students - Science</th> </tr> <tr> <th style="text-align: center;">G</th> <th style="text-align: center;">2014</th> <th style="text-align: center;">2015</th> <th style="text-align: center;">2016</th> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">91%</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">93%</td> <td style="text-align: center;">>95%</td> <td style="text-align: center;">>95%</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">>95%</td> <td style="text-align: center;">>95%</td> </tr> <tr> <th colspan="4" style="text-align: center;">CRCT: All Students – Social Studies</th> </tr> <tr> <th style="text-align: center;">G</th> <th style="text-align: center;">2014</th> <th style="text-align: center;">2015</th> <th style="text-align: center;">2016</th> </tr> <tr> <td style="text-align: center;">6</td> <td style="text-align: center;">85%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">91%</td> </tr> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">>95%</td> <td style="text-align: center;">>95%</td> </tr> <tr> <td style="text-align: center;">8</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">>95%</td> <td style="text-align: center;">>95%</td> </tr> </tbody> </table>	CRCT: All Students				G	Reading	ELA	Math	6	2014:99% 2015:≥95% 2016:≥95%	2014:94% 2015:≥95% 2016:≥95%	2014:92% 2015:≥95% 2016:≥95%	7	2014:98% 2015:≥95% 2016:≥95%	2014:98% 2015:≥95% 2016:≥95%	2014:95% 2015:≥95% 2016:≥95%	8	2014:99% 2015:≥95% 2016:≥95%	2014:97% 2015:≥95% 2016:≥95%	2014:95% 2015:≥95% 2016:≥95%	CRCT: All Students - Science				G	2014	2015	2016	6	85%	88%	91%	7	93%	>95%	>95%	8	92%	>95%	>95%	CRCT: All Students – Social Studies				G	2014	2015	2016	6	85%	88%	91%	7	94%	>95%	>95%	8	91%	>95%	>95%
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		<ol style="list-style-type: none"> 6. Vertically align 6-8 mathematics (including Accelerated Math), language arts, social studies, and science with a focus on transitional grades. (All Faculty) 7. Implement Common Formative Assessments (CFA) based on priority standards for each content area and analyze data from CFAs (All Faculty) 8. Participate in the implementation of the <i>Teachers as Advisors Program</i> at 6-8 grades. (SE, All Faculty) <ul style="list-style-type: none"> • Attend monthly TAA meetings and work sessions (SE) 9. Implement and facilitate support of ACCESS for identified EL students (DH) 10. Monitor the implementation of Data Teams to ensure comprehensive analysis of all data sources is used to improve instructional effectiveness and student growth. (WC, DH, DGH) 11. Monitor performance on the CCRPI indicators. (WC, BST Members) 12. Create a comprehensive Professional Learning Plan based on identified needs, including: SACS Required Action, PD360, Common Core 360, Instructional Coaches Modeling Plan, Vertical Alignment, Classroom Management with Technology, and Professional Learning Visits with a focus on FIP Modules and Teacher Keys Standards. (WC, DH, DGH) 																					
	<p>I.1.b To close the achievement gap among different school populations (SWD, ED, Minority)</p>	<ol style="list-style-type: none"> 1. Develop a method for tracking at-risk students (WC, DH, SE, DGH) <ul style="list-style-type: none"> • Maintain Data Room to facilitate teacher use and analysis of data (WC, DH, DGH) • RTI, Progress Monitoring (Teachers, SE, KH, DGH) • Universal Screeners (Teachers, SE, DGH) • Counseling Sessions (SE) • Graduation Coach monitors student progress (PS) 2. Ensure the implementation of progress monitoring for students with disabilities in math and reading 6-8 (WC, SE, DGH, PEC) <ul style="list-style-type: none"> • Implement GRASP as a progress monitoring system (All Faculty) 	<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>6</td> <td>14: 84% 15: 87 % 16: 90%</td> <td>14: 97 % 15: ≥95% 16: ≥95%</td> <td>14: 97% 15: ≥95% 16: ≥95%</td> </tr> <tr> <td>7</td> <td>14: 96% 15: ≥95% 16: ≥95%</td> <td>14: 95% 15: ≥95% 16: ≥95%</td> <td>13: 97% 14: ≥95% 15: ≥95%</td> </tr> <tr> <td>8</td> <td>14: 89% 15: 92% 16: ≥95%</td> <td>14: 98% 15: ≥95% 16: ≥95%</td> <td>14: 97% 15: ≥95% 16: ≥95%</td> </tr> </tbody> </table>	CRCT Subgroups READING				G	SWD	AA	SES	6	14: 84% 15: 87 % 16: 90%	14: 97 % 15: ≥95% 16: ≥95%	14: 97% 15: ≥95% 16: ≥95%	7	14: 96% 15: ≥95% 16: ≥95%	14: 95% 15: ≥95% 16: ≥95%	13: 97% 14: ≥95% 15: ≥95%	8	14: 89% 15: 92% 16: ≥95%	14: 98% 15: ≥95% 16: ≥95%	14: 97% 15: ≥95% 16: ≥95%
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- Attend monthly system level PEC progress monitoring meetings (SM)
- PEC teachers will participate in annual data audit (SM)
- Meet monthly with PEC lead teachers to review progress monitoring data (SM, JM)
- PEC teachers scheduled to remediate PEC students each Friday during scheduled interventions (WC, SE, DH, DGH, PEC teachers)
- Develop a CWT form specific to observation of PEC teachers in collaborative settings (JM and All PEC Staff)

3. Monitor the Response to Intervention (RTI)/504 protocol to ensure fidelity of implementation. (WC, SE, DGH, KH)
 - Teachers will use GRASP as a progress monitoring tool
 - Conduct monthly meetings with all grade-level teachers to gather data regarding interventions and progress monitoring for individual students
 - Subpopulations clearly identified with disaggregated data results for the purpose of adjusting instruction for Tier 2 and Tier 3 students
 - Use of RTI monitoring software for the purpose of universal screening for Mathematics and Reading
 - Teachers will complete yearly needs-assessment survey
 - Coordinate professional learning needs as necessary regarding the survey results (JM, SM)
 - Utilize the system RTI Protocol Handbook (SE, KH, DGH)
 - Supervise RTI interventions to ensure that set protocols are being addressed as defined (WC, DH, SE, DGH)
 - RTI Coordinator participates in monthly district task force meetings (SE, KH, DGH)
4. Develop and implement after-school programs and instructional extensions (DH)
 - Plan will be developed and submitted for approval
 - Plan will be implemented when 20 day funds become available
5. Encourage participation of county-wide BST representative, William C. Mathews (WC)

CRCT Subgroups MATH			
G	SWD	AA	SES
6	14: 38% 15: 60% 16: 80%	14: 89% 15: 92% 16: 95%	14: 95% 15: ≥95% 16: ≥95%
7	14: 86% 15: 89% 16: 92%	14: 92% 15: ≥95% 16: ≥95%	14: 96% 15: ≥95% 16: ≥95%
8	14: 64% 15: 74% 16: 84%	14: 90% 15: ≥95% 16: ≥95%	14: 93% 15: ≥95% 16: ≥95%

CRCT Subgroups ELA			
G	SWD	AA	SES
6	14: 68% 15: 75% 16: 82%	14: 87% 15: 90% 16: 93%	14: 94% 15: ≥95% 16: ≥95%
7	14: 96% 15: ≥95% 16: ≥95%	14: 100% 15: ≥95% 16: ≥95%	14: 96% 15: ≥95% 16: ≥95%
8	14: 84% 15: 87% 16: 90%	14: 98% 15: ≥95% 16: ≥95%	14: 96% 15: ≥95% 16: ≥95%

CRCT Subgroups SCIENCE			
G	SWD	AA	SES
6	14: 45% 15: 60% 16: 75%	14: 70% 15: 80% 16: 85%	14: 83% 15: 86% 16: 89%
7	14: 74% 15: 80% 16: 85%	14: 89% 15: 92% 16: ≥95%	14: 89% 15: 92% 16: ≥95%
8	14: 40% 15: 60% 16: 80%	14: 90% 15: 93% 16: ≥95%	14: 88% 15: 92% 16: ≥95%

CRCT Subgroups SOCIAL STUDIES			
G	SWD	AA	SES
6	14: 50% 15: 65% 16: 80%	14: 74% 15: 80% 16: 85%	14: 84% 15: 86% 16: 89%
7	14: 80% 15: 85% 16: 90%	14: 89% 15: 92% 16: ≥95%	14: 93% 15: ≥95% 16: ≥95%
8	14: 50% 15: 65% 16: 80%	14: 88% 15: 91% 16: 85%	14: 86% 15: 89% 16: 92%

		<ol style="list-style-type: none"> 6. Support and participate in Summer 2015 additional support to incoming ninth grade students (PS) 7. Increase the effectiveness of inclusion (co-teaching) at all grade levels, 6-8 (WC, DH, SM, DGH) <ul style="list-style-type: none"> • Utilize peer coaching to improve effectiveness of co-teachers • Conduct walkthroughs and/or professional learning visits in co-taught classrooms (All Teachers, WC, DH, DGH, JM) • Actively seek new technology initiatives to be used in co-taught classrooms (LH, DGH Media Committee.) 8. Monitor the progress of EL/ESOL students throughout the school (DH, JM) <ul style="list-style-type: none"> • Monthly meetings with Task Force • Provide on-going training on WIDA Standards (Can-Do Descriptors) instruction to Task Force and classroom teachers of ESOL students. 	
<p>Objective I.2: <i>Student Success through effective instructional programs</i></p>	<p>I.2.A: To focus instructional attention on CCGPS and best practices within standards-based classrooms</p>	<ol style="list-style-type: none"> 1. Participate in the implementation of classroom walkthrough observations using the TLE platform (Teacher Keys Observations) (WC, DH, DGH, Media Committee, All Teachers) <ul style="list-style-type: none"> • Participate in training of administrators, instructional coaches, and district office personnel in the consistent use of the instrument: <ul style="list-style-type: none"> ○ Learning goals aligned with Teacher Keys Standards and best practices presented in FIP modules ○ Content specific vocabulary is developed in context using a working Word Wall ○ Instruction is differentiated to meet student readiness levels, learning profiles, and interests ○ Instruction and tasks reinforce students' understanding of the purpose for what they are learning and its connection to the world beyond the classroom ○ The classroom instructor implements flexible grouping strategies ○ The use of available technology is integrated effectively into instruction 	<p>Teacher Keys Observations</p> <ul style="list-style-type: none"> • Each teacher will receive a minimum of four informal Teacher Keys observations per year • Each teacher will receive two formal Teacher Keys observation per year • All school administrators, instructional coaches, and teachers will be trained in the use of the TKES evaluation process

		<ul style="list-style-type: none"> ○ Students effectively use available technology during the class period ○ Formative assessments are utilized during instruction to provide immediate evidence of student learning and to provide specific feedback to students ○ Written commentary is aligned to the GPS/CCGPS standard(s) ○ Team of teachers will provide support to all teachers in preparation for peer observations/professional learning visits (PS, JM, SM, MK) ○ Teachers will participate in peer observations/professional learning visits (DGH, All Teachers) ○ Develop and use focus questions (Teachers) ○ Conduct professional learning visits (PLV) and debriefing sessions (Instructional Coach, Teachers) <p>2. Monitor differentiated instructional strategies (WC, DH, DGH)</p> <ul style="list-style-type: none"> ● Teachers will work collaboratively with grade level/subject area peers to create “Common Formative Assessments” (CFA) to assess understanding of “priority” standards ● “Priority” standards are taught and assessed in 2-3 different ways <ul style="list-style-type: none"> ○ Involve students in their assessment <p>3. Teachers will use Data Director to analyze student data to adjust instruction (DGH, Teachers)</p>	
	I.2.b. To increase the graduation rate and decrease the drop-out rate	<p>1. Participate in the monthly Graduation Matters Meetings (WC, DH, DGH, SE, PS)</p> <ul style="list-style-type: none"> ● Monthly middle to high school transition team discussions are part of counselor meetings (SE) 	<p>MS Retention Rate</p> <ul style="list-style-type: none"> ● FY14: <1% ● FY15: <1% ● FY16: <1%
	I.2.c. To provide equity in programs and opportunities	<p>1. Ensure that all teachers involved in co-teaching attend training provided by J. Mellor (SM, JM)</p> <p>2. Support opportunities for all students to engage in curricular and extracurricular activities (including, but not limited to):</p> <ul style="list-style-type: none"> ● Athletics (TL) ● Interdisciplinary Special Olympics (SM) ● Fine Arts (TL) ● Clubs – Meets the last Friday of each month (DH) 	<p>100% of inclusion teams trained in co-teaching strategies (general education and special education teachers)</p> <ul style="list-style-type: none"> ● FY2014: 100% ● FY2015: 100% ● FY2016: 100%

		<ol style="list-style-type: none"> 3. Maintain 100% high-quality and effective instructional staff (WC) <ul style="list-style-type: none"> • Participate in CPI pre-conference in October with district office personnel • Monitor the assignment of teachers to ensure a balance of experience and effectiveness • Monitor implementation of individual teacher Self-Assessment and Teacher Keys Standards 4. Implement and distribute the district-wide student handbook (WC, CL, DH) 5. Analyze behavior data (WC, DH, SE, PS) <ul style="list-style-type: none"> • Point system • Office referrals • Suspensions • Counseling sessions 	<p>Percent of students engaged in extra/co-curricular activities:</p> <ul style="list-style-type: none"> • FY2014: 80% • FY2015: 90% • FY2016: 100% • <p>(Club meetings held during school day on the last Friday of each month)</p>
<p>Objective I.3: <i>Effective Student Support Services</i></p>	<p>I.3.a. To maximize student support through quality guidance, family education, and other student support programs</p>	<ol style="list-style-type: none"> 1. Monitor the implementation of the <i>Teachers as Advisors Program</i> at 6-8 grades. (SE) <ul style="list-style-type: none"> • Provide evidence of TAA when school is monitored by central office (SE) 2. Increase the opportunities for family and community involvement in gifted education services. (SE, KH) 3. Continue the services of instructional coaches at middle school (DGH) <ul style="list-style-type: none"> • Attend monthly district meetings with instructional coaches 4. Utilize school council (WC) <ul style="list-style-type: none"> • Continue meeting monthly 5. Coordinate RTI services (SE, KH, DGH) 6. Process all initial referrals for psychological testing by end of 3rd 9 weeks (SM, KH, DGH) 	<p>Gifted Parent Involvement</p> <ul style="list-style-type: none"> • Three activities for involving family and community in gifted education services <p>School Council Involvement</p> <ul style="list-style-type: none"> • Elect teacher and parent representatives to serve a two year term on school council • Meet at least bi-monthly to discuss school related issues dealing with improving student achievement <p>Teachers trained in foundations of RTI</p> <ul style="list-style-type: none"> • FY2014: 80% • FY2015: 90% • FY2016: 100%

Strategic Objective II: Improving Organizational and Operational Effectiveness

Performance Objective	Initiatives	Action Steps	Performance Targets										
Objective II.1: <i>Effective Operational Processes</i>	II.1.a: To provide a safe and efficient School Nutrition program	<ol style="list-style-type: none"> Nutrition staff will participate in sanitation procedures training (WB) Staff will strive to improve customer service and quality of meals (WB, lunchroom staff) Improve breakfast and lunch participation (WB, lunchroom staff) 	<table border="1"> <thead> <tr> <th colspan="2">Lunch Program Participation</th> </tr> <tr> <th>Breakfast</th> <th>Lunch</th> </tr> </thead> <tbody> <tr> <td>14:</td> <td>14:</td> </tr> <tr> <td>15:</td> <td>15:</td> </tr> <tr> <td>16:</td> <td>16:</td> </tr> </tbody> </table>	Lunch Program Participation		Breakfast	Lunch	14:	14:	15:	15:	16:	16:
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14:	14:												
15:	15:												
16:	16:												
II.1.b To improve access to and the reliability of hardware, software, and technology networking.	<ol style="list-style-type: none"> Employees will use Technology Work Orders (Boss) to report technology repair needs Media Specialist will communicate with district technology personnel to ensure collaboration 												
II.1.c. To improve preventative/ground maintenance, custodial services at the school facilities.	<ol style="list-style-type: none"> Custodial Staff will participate in appropriate trainings <ul style="list-style-type: none"> Ordering guidelines Compuclean Maintaining a clean facility 	Minimum Cleanliness Standards Met <ul style="list-style-type: none"> FY2014: 100% FY2015: 100% FY2016: 100% 											
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"> Participate in Teacher Keys Professional Learning Communities Submit teacher evaluations using TLE Platform (WC, DH) <ul style="list-style-type: none"> Documentation will be maintained and used in order to determine renewal status Participate in Infinite Campus/CPI Training (WC, DH, EM, TM, EJ) 	Maintain 100% of highly qualified faculty and paraprofessionals; 100% of teachers trained in Teacher Keys.										
Objective II.3: <i>Effective Financial Processes</i>	II.3.a To ensure smoother, efficient, and effective school budget, financial, and employee compensation.	<ol style="list-style-type: none"> Staff will participate in training for efficient and proper handling of school funds (EM) Principal will present budget updates and lead brainstorming sessions for funding solutions (WC) 	LSA will participate in all county-wide accounting meetings that are held on a monthly meeting										
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.	<ol style="list-style-type: none"> Attend Summer Leadership Training to provide guidance for school improvement initiatives (WC, DH, DGH) Attend monthly Central Change Team (CCT)/principal meetings (WC, DGH, One additional faculty member) Conduct school BST meetings monthly (monthly agendas and minutes) (WC, DH, DGH) Conduct grade-level BST meetings monthly (monthly agenda and minutes) (DGH, BST representatives, All staff members) 	Better Seeking Team <ul style="list-style-type: none"> Hold monthly meetings Include Central Office member in meetings (William Mathews) Organize mini-committees to address different aspects of student improvement 										

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		<ol style="list-style-type: none"> 5. Attend quarterly meetings with principals and BSTs for the purpose of reporting Continuous Improvement Plan (CIP) and Balanced Score Card (BSC) progress (WC) 6. Attend Graduation Matters Middle School AP/IC meetings (DH, DGH) 7. Host quarterly Board of Education school visits if conducted for the purpose of reporting CIP and BSC progress (WC, DH, DGH) 8. Implement Balanced Score Card (BSC) at the school level (WC) <ul style="list-style-type: none"> • Monitor the BSCs at the school level (WC, DH, DGH) 	

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Strategic Objective III: Professional Learning and Growth

Performance Objective	Initiatives	Action Steps	Performance Targets
<p>Objective III.1: <i>To provide continuous staff learning and growth through targeted professional learning opportunities.</i></p>	<p>III.1.a Improve the effectiveness of Standards-Based teaching and learning within the school.</p>	<ol style="list-style-type: none"> 1. Implement the use of classroom walkthrough observation instrument (Teacher Keys Observation tools and other observation instruments) (WC, DH) <ul style="list-style-type: none"> • Participate in training for administrators and district office personnel in the consistent use of the instruments (June 2014 Administrative meeting): <ul style="list-style-type: none"> ○ Observations will be made using the Teacher Keys observation instruments ○ Teachers will be trained in the use of the Teacher Keys observation instruments to ensure common understanding of expectations as related to each area of observation ○ The Instructional Coach and PLV Training Team will work together to coordinate and monitor peer observations among teachers ○ Learning goals aligned with Teacher Keys Standards and FIP Module and communicated by the instructor ○ Content specific vocabulary is developed in context with working Word Walls ○ Instruction is differentiated to meet student readiness levels, learning profiles, and interests ○ Instruction and tasks reinforce students’ understanding of the purpose for what they are learning and their connections to the world beyond the classroom ○ The classroom instructor implements flexible grouping strategies ○ The use of available technology is integrated effectively into instruction ○ Students effectively use available technology during the class period ○ Formative assessments are utilized during instruction to provide immediate evidence of student learning and to provide specific feedback to students ○ Written commentary is aligned to the GPS/CCGPS standard(s) and elements 2. Revisit standards-based classroom components through professional learning for all certified teachers and monitor attendance (DGH) 3. Participate in and monitor learning communities around the Teacher Keys (WC, DH, DGH) <ul style="list-style-type: none"> • As prescribed at Leadership Training 	<ul style="list-style-type: none"> • Provide analysis of classroom walk-throughs on a monthly basis and disseminate to instructional staff

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		<ul style="list-style-type: none"> • School training provided during FY15 for all core content and PEC teachers 	
	<p>III.1.b Support increased academic achievement of students with disabilities</p>	<ol style="list-style-type: none"> 1. Participate in workshop session trainings related to co-teaching/IEP updates provided by J. Mellor (SM) <ul style="list-style-type: none"> • Identify exemplary co-teaching teams to aid with training through the use of peer coaching • Support new technology initiatives in co-taught classrooms and monitor to ensure implementation • Attend PEC collaborative planning meetings with J. Mellor 2. Participate in the training of non-core content teachers and paraprofessionals on meeting the needs of students with disabilities (SM) <ul style="list-style-type: none"> • Participate in needs assessment to determine training 3. Participate in the training of Georgia Milestones Assessment administration (SM, DH, All Faculty) 4. Participate in training in the use of assistive technology as appropriate (SM) 	<p>CRCT-M trained:</p> <p>FY2013: 90% FY2014: 95%</p> <p>Georgia Milestones trained:</p> <p>FY 2015: 100%</p>
	<p>III.1.c Provide technology training to all staff</p>	<ol style="list-style-type: none"> 1. Participate in instructional technology training for faculty (LH, CF) <ul style="list-style-type: none"> • Teacher Web pages • Safari Montage • PD360 (DGH) • Renaissance Place • SMART training 2. Participate in training of student information system (EM, DGH) <ul style="list-style-type: none"> • Attendance • Grades • FTE • Student Records 3. Participate in monthly Data Clerk meetings (EM) 4. Effectively use software, including but not limited to: (LH) <ul style="list-style-type: none"> • School Desk • GRASP (DGH, KH, SE) • Data Director 	

Performance Objective	Initiatives	Action Steps	Performance Targets
		<ul style="list-style-type: none"> • GOIEP (PEC Staff) • Infinite Campus (WC, DH, DGH, EM) <ol style="list-style-type: none"> 5. Effective use of PDEExpress by all instructional staff (WC, DH, DGH, LH) 6. Participate in training and effective use of Infinite Campus (EM, LH) <ul style="list-style-type: none"> • School administrative staff • School counselors • Teachers (attendance and grades) 7. Implement middle school technology standards (CD, DGH) 8. Participate in training and effective use of classroom technology (Teachers) <ul style="list-style-type: none"> • SMARTBoards • Literacy Assessment in accordance with ESEA of 1965 (All Teachers) • Student response systems – Secure funding to purchase 2 additional classroom sets 	
	III.1.d Support continuous improvement training	<ol style="list-style-type: none"> 1. Attend Summer Leadership Training for administrative teams (WC, DH, DGH) 2. Attend monthly assistant principal and instructional coach meetings/training (DH, DGH) 3. Attend monthly middle school to high school transition team meetings/training during monthly counselor meetings (SE, PS) 4. Attend monthly media specialists’ meetings/training (LH) 5. Attend quarterly elementary school to middle school transition team meetings/training during monthly counselor meetings (SE, PS) 	
	III.1.e Support individual school professional development	<ol style="list-style-type: none"> 1. Request professional learning as it aligns with school and district CIPs and school and district budgets (DH, DGH, WC) 2. Participate in yearly needs assessment for professional learning (CF) 3. Monitor implementation of school professional learning plans (WC, LH) <ul style="list-style-type: none"> • Approve <i>Course Proposals</i> for school staff in a timely manner (WC) • Approve <i>Activity Proposals</i> for school staff in a timely manner (WC) 	

Performance Objective	Initiatives	Action Steps	Performance Targets
	III.1.f Ensure efficient and effective support services by training non-certified staff	<ol style="list-style-type: none"> 1. Participate in the monthly Local School Accountant (LSA) training (EM) 2. Participate in the monthly Student Information System clerk training (EM) 3. Participate in a comprehensive custodial training program (LR, CM) 4. Participate in a comprehensive secretarial training program (JR, EM) 	
	III.1.g Provide training to support Math GPS/CCGPS	<ol style="list-style-type: none"> 1. Participate in vertical alignment training regarding effective communication for the purpose of meeting students' needs during transition of grades 5-9 (All teachers, DGH) 	
	III.2.a To align Professional Learning to School Improvement Goals and Policy requirements	<ol style="list-style-type: none"> 1. Examine the results of the annual survey regarding professional learning needs and make adjustments to plans (CF, DGH) 	

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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"> 1. Review school safety plan (DH, JM) <ul style="list-style-type: none"> • Involve all key central departments (transportation, facilities, receptionists, nutrition, etc.) • Assess CPR certified staff needs • Assess First Aid certified staff needs since we have no school nurse 2. Install a second defibrillator in the school (DH) 3. Post tornado and evacuation charts (All teachers) 4. Attend Mindset Training as sessions become available 	<p>CPR Certified Staff: At least one certified person per hallway</p> <p>First Aid Certified Staff: At least one certified person per hallway</p>
<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"> 1. Participate in perception surveys as given by district personnel 	
	<p>IV.2.b To increase staff, parent, student, and community perceptions of school quality.</p>	<ol style="list-style-type: none"> 1. Improve/Increase communication between school and homes (All faculty and staff) <ul style="list-style-type: none"> • Parent e-mail groups • Automated call-out system • Monthly newsletters • Teacher web pages • Parent/Stakeholder surveys • Open Houses • Mass e-mail announcements (LH) • Remind 101 • Marquee 	
	<p>IV.2.c To increase school attendance in grades K-12</p>	<ol style="list-style-type: none"> 1. Follow the Jones County Attendance Plan and protocols (SE, PS, DGH, Teachers) <ul style="list-style-type: none"> • Monthly attendance reports provided to principal • Teachers in Grades 6-8 will report daily attendance data in Infinite Campus (Teachers, SE, EM) 	
	<p>IV.2.d To increase community/business partnerships and volunteer hours.</p>	<ol style="list-style-type: none"> 1. Participate in Business Partners in Education Program (WC) <ul style="list-style-type: none"> • Participate in steering committee, timeline, and calendar <ul style="list-style-type: none"> ○ Identify our current business partners <ul style="list-style-type: none"> ▪ Ace Hardware ▪ Zaxby's ▪ Jalapeno's ▪ Harvey's ▪ Ingles ▪ Robin's Federal 	

		<ul style="list-style-type: none">▪ Walgreen's▪ Jones County News▪ Agave Azul <ul style="list-style-type: none">• Participate in formal recognition of business partners (opening meeting)	
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