

Jones County Schools: FY15 System Continuous Improvement Plan

CCRPI School Overall Targets

	FY2012	FY2013	FY2014	FY2015	FY2016
Dames Ferry Elementary	92.2 86.3	73.0			
Gray Elementary	86.2 78.1	80.5			
Mattie Wells Elementary	71.5 61.6	62.6			
Turner Woods Elementary	87.4 79.5	81.0			
Clifton Ridge Middle	84.8 77.3	72.2			
Gray Station Middle	84.1 69.5	94.1			
Maggie Califf Learning Complex	69.6 77.2	77.2			
Jones County High School	71.1 68.0	73.5			
<small>FY2012 and FY2013 Data are Actual. FY2012 scores were recalculated in April 2014 to use the same calculation method as FY2013 to enable "apples to apples" comparison.</small>					

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 (Exec Cab, Admin, ICs)</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, <i>as evidenced by a variety of curriculum documents.</i> (Exec Cab, Admin, ICs)</p> <ul style="list-style-type: none"> • Curriculum Maps, aligned with CCGPS • Standards (with identified "priority" standards) • Unit Frameworks <p>• Lesson Plans (including differentiated instruction, flexible grouping, assessments, performance tasks, student use of technology , and standards -based teacher commentary)</p> <ul style="list-style-type: none"> • Instructional Calendars <p>3. Ensure alignment and focus with all Math Support structures (e.g. HS math support, Connections courses, Title I and EIP assistance). (Admin)</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. (GB, CF, GW, ICs, Principals)</p> <p>5. Assist schools in developing and administering periodic common formative assessments to guide instructional practices. (GB, JM, CF, GW, 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 (GB, CF)</p> <p>8. Monitor the vertical alignment of all K-12 content areas. (GB, JM, CF, GW, ICs, Principals)</p> <p>9. Facilitate continued support of ACCESS Class Needs (PEC). (JM)</p> <p>10. Create and monitor the implementation of 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 • Instructional Coaches Modeling Plan • Vertical Alignment • Classroom management with one-to-one technology. • Student Learning Objectives (SLO) implementation • BYOD <p>12. Schools create and implement professional learning plans that are aligned to the schools' CIPs. (Admin)</p> <p>13. Examine the results of data regarding the professional learning needs and policy requirements to make adjustments to the plans as needed. (Admin)</p>	<p>CRCT: All Students (Percent of students scoring at Meets or Exceeds; Required)</p>																																																																																																								
			<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;">Grade</th> <th style="width: 10%;">Year</th> <th style="width: 15%;">Reading</th> <th style="width: 15%;">ELA</th> <th style="width: 15%;">Math</th> </tr> </thead> <tbody> <tr> <td rowspan="4" style="text-align: center;">3</td> <td style="text-align: center;">2013</td> <td style="text-align: center;">96%</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">81%</td> </tr> <tr> <td style="text-align: center;">2014</td> <td style="text-align: center;">≥95%</td> <td style="text-align: center;">93%</td> <td style="text-align: center;">83%</td> </tr> <tr> <td style="text-align: center;">2015</td> <td style="text-align: center;">≥95%</td> <td style="text-align: center;">95%</td> <td style="text-align: center;">85%</td> </tr> <tr> <td style="text-align: center;">2016</td> <td style="text-align: center;">≥95%</td> <td style="text-align: center;">≥95%</td> <td 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CRCT: All Students – Science

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

Grade	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

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

Grade	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%	$\geq 95\%$	$\geq 95\%$	$\geq 95\%$
8	86%	88%	90%	92%

*FY2013 scores are actual

EOCT: All Students

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

Subject	2013	2014	2015	2016
Coordinate Alg	35%	50%	55%	55%
Analytic Geom	52%	60%	65%	70%
9 th Grade Lit	91%	93%	95%	$\geq 95\%$
American Lit	91%	93%	95%	$\geq 95\%$
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

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

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%

FY2013 Scores are Actual

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			
5th Percent of Students in grade 3 achieving a Lexile measure ≥ 850	76.1			

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)

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

2. Ensure the implementation of progress monitoring for students with disabilities in math and reading (JM)
 - 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 504 Accommodation Plans and the Response to Intervention (RTI) protocols to ensure fidelity of implementation, (JM, RTI Task Force, Admin)
 - 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
4. Allocate 20-day funds and direct the development and implementation of after-school programs/Saturday School and other supplemental services (GB, CF)
 - Plans approved and implemented by October 31, 2014
5. Provide support to BSTs by active participation in school-level meetings (Executive Cabinet)
6. Monitor inclusion (co-teaching) at all grade levels (JM)
 - Identify exemplary co-teaching teams to aid with training and modeling
 - Support building administrators with walkthroughs in co-taught classrooms
 - Monitor participation in general education environments by Students with Disabilities
7. Monitor the progress of EL students throughout the district (JM, Admin, ESOL task force)
 - Regularly scheduled meetings with Task Force
 - Support on-going training on WIDA Standards instruction to Task Force and classroom teachers

8th Percent of Students in grade 3 achieving a Lexile measure \geq 1050	81.5			
Am. Lit. Percent of Students in grade 3 achieving a Lexile measure $>$ 1275	44.5			

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

G	Year	SWD	AA	SES
3	2013	96%	89%	93%
	2014	\geq 95%	91%	95%
	2015	\geq 95%	93%	\geq 95%
	2016	\geq 95%	\geq 95%	\geq 95%
4	2013	87%	90%	89%
	2014	89%	92%	91%
	2015	91%	94%	95%
	2016	93%	\geq 95%	\geq 95%
5	2013	91%	96%	96%
	2014	93%	\geq 95%	\geq 95%
	2015	95%	\geq 95%	\geq 95%
	2016	\geq 95%	\geq 95%	\geq 95%
6	2013	88%	97%	96%
	2014	90%	\geq 95%	\geq 95%
	2015	92%	\geq 95%	\geq 95%
	2016	94%	\geq 95%	\geq 95%
7	2013	82%	94%	94%
	2014	85%	95%	95%
	2015	88%	\geq 95%	\geq 95%
	2016	91%	\geq 95%	\geq 95%
8	2013	91%	95%	97%
	2014	93%	\geq 95%	\geq 95%
	2015	95%	\geq 95%	\geq 95%

2016	≥95%	≥95%	≥95%
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*targets may be set higher at individual schools

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

CRCT Subgroups MATH

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

Grade	Year	SWD	AA	SES
3	2013	60%	74%	74%
	2014	65%	82%	82%
	2015	70%	87%	87%
	2016	75%	92%	92%
4	2013	65%	74%	77%
	2014	70%	82%	82%
	2015	75%	87%	87%
	2016	80%	92%	92%
5	2013	68%	95%	93%
	2014	73%	≥95%	95%
	2015	78%	≥95%	≥95%
	2016	83%	≥95%	≥95%
6	2013	62%	80%	83%
	2014	70%	83%	86%
	2015	75%	88%	89%
	2016	80%	92%	93%
7	2013	81%	89%	92%
	2014	86%	95%	95%
	2015	89%	≥95%	≥95%
	2016	93%	≥95%	≥95%
8	2013	83%	90%	92%
	2014	86%	95%	95%
	2015	89%	≥95%	≥95%
	2016	93%	≥95%	≥95%

*targets may be set higher at individual schools

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

CRCT Subgroups ELA

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

Grade	Year	SWD	AA	SES
3	2013	88%	83%	85%
	2014	90%	86%	90%
	2015	92%	89%	92%
	2016	94%	93%	94%
4	2013	80%	88%	87%
	2014	83%	90%	90%
	2015	88%	92%	92%
	2016	92%	94%	94%
5	2013	76%	93%	89%
	2014	82%	95%	95%
	2015	87%	≥95%	≥95%
	2016	92%	≥95%	≥95%
6	2013	87%	90%	91%
	2014	90%	95%	95%

	2015	92%	≥95%	≥95%
	2016	94%	≥95%	≥95%
7	2013	84%	95%	94%
	2014	86%	≥95%	95%
	2015	89%	≥95%	≥95%
	2016	93%	≥95%	≥95%
8	2013	72%	91%	91%
	2014	80%	95%	95%
	2015	85%	≥95%	≥95%
	2016	90%	≥95%	≥95%

*targets may be set higher at individual schools

*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	69%	70%	73%
	2014	73%	73%	78%
	2015	78%	78%	82%
	2016	83%	83%	88%
4	2013	70%	78%	80%
	2014	73%	82%	83%
	2015	78%	87%	88%
	2016	83%	92%	92%
5	2013	59%	80%	78%
	2014	65%	83%	82%
	2015	70%	88%	87%
	2016	75%	92%	92%
6	2013	65%	63%	72%
	2014	73%	67%	78%
	2015	78%	72%	82%
	2016	83%	77%	88%
7	2013	54%	86%	85%
	2014	60%	90%	90%
	2015	65%	92%	92%
	2016	70%	94%	94%
8	2013	52%	76%	79%
	2014	60%	82%	82%
	2015	65%	87%	87%
	2016	70%	92%	92%

*targets may be set higher at individual schools

CRCT Subgroups Social Studies

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

Grade	Year	SWD	AA	SES
3	2013	58%	84%	76%
	2014	65%	89%	82%
	2015	70%	92%	87%
	2016	75%	94%	92%
4	2013	65%	79%	79%
	2014	73%	82%	82%
	2015	78%	87%	87%
	2016	83%	92%	92%

5	2013	56%	81%	79%
	2014	60%	86%	82%
	2015	65%	89%	87%
	2016	70%	93%	92%
6	2013	52%	75%	79%
	2014	60%	82%	82%
	2015	65%	87%	87%
	2016	70%	92%	92%
7	2013	75%	93%	93%
	2014	82%	95%	95%
	2015	87%	≥95%	≥95%
	2016	92%	≥95%	≥95%
8	2013	44%	75%	79%
	2014	50%	82%	82%
	2015	55%	87%	87%
	2016	60%	92%	92%

*targets may be set higher at individual schools

*FY2013 reflects baseline data for Social Studies

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

	2012	2013	2014	2015
Elementary	84.3			
Middle	75.3			

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

1. Support continued use of classroom walkthrough observation utilizing *TLE Platform* (Executive Cabinet)
2. Support administrators, instructional coaches, teacher leaders, and district office personnel in the consistent use of observation instruments. (CF)
3. Support schools as they implement the Teacher Keys Effectiveness System (TKES) and *Leader Keys Effectiveness System (LKES)*. (Exec Cab, Admin)
4. Central Office administrators are available, upon request from the Principal, to conduct observations at each school to address identified needs. (Executive Cabinet)
5. Model the use of *Data Teams* concept to guide *CIP Planning*. (GB, GW, CF, JM, CCT)

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, GB, RC, CH)
3. Continue monthly Graduation Matters Meetings
 - 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, GB)
4. Monitor the predictors for High School Graduation at the elementary and middle school levels (GB, CF, Admin)
5. Monitor participation of middle school students taking courses for high school credit (CF, MFS, Admin)
6. Monitor participation of middle school students taking connections courses related to CTAE pathways. (CF, CP, Admin)

- FY/2015/2016/2017: 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, teachers leaders, and district office personnel 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*.

Objective I.2:
Student Success through effective instructional programs

Table A

	Graduation Rate					
	2012	2013	2014	2015	2016	2017
4-year cohort		76.6				
5-year cohort	75.9					

Data from 2012 CCRPI Report

Table B

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				
8 th Grade Percent of students in grade eight passing at least four courses in core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT and required EOCT	86.5				
9 th Grade Percent of first time 9th grade students earning 4 Carnegie Unit Credits in 4 core content areas (ELA, mathematics, science, social studies)	73.9				

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%	38%	50%	39%	28%
	2015	%	%	%	%	%
	2016	%	%	%	%	%
4	2012	45%	34%	33%	50%	30%
	2013	47%	33%	37%	48%	26%
	2014	50%	36%	40%	51%	29%
	2015	%	%	%	%	%
	2016	%	%	%	%	%
5	2012	31%	40%	31%	47%	24%
	2013	38%	35%	47%	45%	32%
	2014	41%	38%	50%	48%	35%
	2015	%	%	%	%	%
	2016	%	%	%	%	%
6	2012	40%	28%	21%	15%	29%
	2013	43%	30%	25%	21%	44%
	2014	46%	33%	28%	24%	47%
	2015	%	%	%	%	%
	2016	%	%	%	%	%
7	2012	30%	46%	36%	50%	64%
	2013	33%	53%	35%	54%	71%
	2014	36%	56%	38%	57%	74%
	2015	%	%	%	%	%
	2016	%	%	%	%	%
8	2012	33%	31%	12%	20%	31%
	2013	49%	48%	41%	38%	46%
	2014	52%	51%	44%	51%	49%
	2015	%	%	%	%	%
	2016	%	%	%	%	%

Table D

**Percent of Students Scoring Exceeds on EOCT
Required participation rate ≥95%**

Subject	2012	2013	2014	2015	2016
Math I	8%	2%	N/A	N/A	N/A
Coordinate Alg	N/A				
Analytic Geom	N/A	N/A			
9 th Grade Lit	34%	34%			
American Lit	22%	28%			
Biology	26%	25%			
Physical Sc	51%	54%			
US History	24%	32%			
Economics	31%	36%			

Data from Governor's Office of Student Achievement on 2.6.14

<https://usg.gosa.ga.gov/analytics/saw.dll?Dashboard>

Table E - Performance Targets:

Percent of students enrolled in MOWR programs

Percent of students earning AP credit (score 3 or higher)

Percent of students scoring at least 1550 out of 2400 on the combined SAT

CCRPI indicator for #11 Adjusted Performance FY2012 = 62.1%

Table E

Post High School Readiness Indicators

	2012	2013	2014	2015	2016
CCRPI Combined Score Percent of graduates: entering TCSG/USG not requiring remediation or learning support courses; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams ; or scoring 4 or higher on two or more IB exams (Data from 2012 CCRPI Report)					
Students scoring at least 1550 out of 2400 on the combined SAT					
Students scoring 3 or higher on two or more AP exams					
CCRPI Combined Score Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On when Ready, Early College, Gateway to College, Advanced Placement Courses (Data from 2012 CCRPI Report)					
ACCEL Participation Rate					
Dual HOPE Grant Participation Rate					

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

1. Support students in choosing one of four identified pathways through the advisement and registration process. (Counselors)
2. Support teachers and students in preparing for CTAE End of Pathway Assessments through assessment crosswalks and practice material. (Counselors)
3. Inform students and parents of the Move On When Ready options and Advanced Placement courses through the advisement and registration process. (Counselors)

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. (JM)
2. Provide information for personnel seeking endorsements and/or career growth opportunities, such as ESOL, WIDA, Gifted, or Coaching. (Exec Cab)
3. Support opportunities and monitor participation for all students to engage in extra/co-curricular activities (including, but not limited to):
 - Athletics (BV, BL)

Objective 1.3: Effective Student Support Services	

<ul style="list-style-type: none"> • Interdisciplinary Special Olympics (LB) • Fine Arts (CG) • Reading Bowl (CF, Media Specialists) • Clubs (Principals) • CTSO (GB, TW, CG) • Literary (CW) • Golden Eagle (12th grade Counselor) • YGA (GB) • DAR (GW) • Governor's Honors (HS Counselors) <p>4. Monitor and maintain 100% high-quality and effective instructional staff (EJ, Admin)</p> <ol style="list-style-type: none"> Conduct CPI pre-conference in mid-September with each principal to ensure high-quality compliance (EJ, TM, Admin) Monitor the assignment of teachers to ensure a balance of experience and effectiveness (Admin) Implement a Teacher Mentor Program for teachers with 3 or less years of experience and those new to Jones County Schools.(EJ, Principals) <p>7. Provide district-wide inserts for student handbooks (EJ)</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 and support the <i>Teachers as Advisors Program</i> at 6-12 grades. (GB, CF, Counselors) 2. Support opportunities for Title I family engagement to build parent capacity. (GW, 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. 5. Monitor the participation of grade specific career awareness lessons and activities aligned to Georgia's Career Clusters (Counselors)

Move On when Ready Participation Rate							
Early College Participation Rate							
Gateway to College Participation Rate							
Advanced Placement Courses Participation Rate							
<p>100% of New inclusion teams trained in co-teaching strategies (general ed and special ed teachers)</p> <ul style="list-style-type: none"> • FY2015:100% • FY2016:100% • FY2017:100% <p>100% of Paraprofessionals trained in co-teaching strategies (general ed and special ed settings)</p> <ul style="list-style-type: none"> • FY2015: 100% • FY2016: 100% • FY2017:100% <p>% of students engaged in extra/co-curricular activities:</p> <ul style="list-style-type: none"> • FY2015:55% • FY2016:60% • FY2017:65% 							
<p>Gifted Title I Parent Involvement</p> <ul style="list-style-type: none"> • FY2015/2016/2017:each school will document activities for involving family & community 							
Table F							
Career Awareness Initiatives							
			2012	2013	2014	2015	2016
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							
Elementary: Percent of fifth grade students with a complete career portfolio by end of grade 5							

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Middle: Percent of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8					
High: Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study	26.5				
Percent of CTAE Pathway Completers earning a national industry recognized credential, or a passing score on a GaDOE recognized end of pathway assessment (data reported in CCRPI in 2014-2015)					
Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project	7.1				
Data from 2012 CCRPI Report					

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

Strategic Objective II: Improving Organizational and Operational Effectiveness

Performance Objective	Initiatives	Action Steps	Performance Targets
<p>Objective II.1: Effective Operational Processes</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) 6. Nutrition staff are provided training during preplanning on procedures for addressing individual student nutritional needs. (MW) 	<ul style="list-style-type: none"> • FY/FY2015/FY2016/2017: 97% Health Sanitation Scores <p>System-wide lunch participation:</p> <ul style="list-style-type: none"> • FY2015: 65% • FY2016: 66% • FY2017: 67% <p>System-wide breakfast participation:</p> <ul style="list-style-type: none"> • FY2015: 33% • FY2016: 34% • FY2015: 35%
	<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. Improve the completion time of technology work orders. (AB) 3. Create technician schedules. (AB) 4. Investigate the use of virtual desktops and/or thin client workstations. (AB) 5. Replace out of warranty servers with virtual server environment. (AB) 6. Replace aging network equipment with items purchased with eRate and local funding. (AB) 7. Add network drops and wireless access where needed as budget allows. (AB) 8. Increase the density and coverage of the wireless network. (AB) 9. Schedule, manage, and assist contractor with install of SMART Boards and projectors in classrooms as budget allows. (AB) 10. Schedule, manage, and assist contractor with transport and install of SMART Boards and projectors from old GES to new GES. (AB) 11. Pilot BYOD for students. (Curr, School Admin, AB) 	<p>Classroom Computers</p> <ul style="list-style-type: none"> • FY/FY2015/2016/2017:100% of regular education classrooms with at least one modern computer for instruction. <p>Work Orders Completed:</p> <ul style="list-style-type: none"> • FY/2015/2016/2017:100% within 3 days <p>Virtual Environment:</p> <p>FY2015/2016: Virtualize application servers FY2015: Pilot Thin client lab FY2016: Implement additional labs & classrooms is pilot is a success</p> <p>Wireless Access</p> <ul style="list-style-type: none"> • FY/2015/2016/2017:100%–Increase wireless density in all instructional areas as funds allow to accommodate BYOD <p>BYOD</p> <p>FY 2015: Develop BYOD policies & procedures FY2015: Pilot Student BYOD (1-2 classrooms per school) FY2016: Fully implement student BYOD</p>

			<p>SMART Board Installations</p> <ul style="list-style-type: none"> FY/2015/2016/2017: 10 classrooms outfitted with SMART Boards and projectors (numbers per school based on FTE)
	II.1.c. To improve preventative/ground maintenance, custodial services at the school facilities	<ol style="list-style-type: none"> Continue use of Maintenance Direct to schedule and track system maintenance (KB) Implementation of Compuclean Custodial Software, phase 2 release (CM) Development of System Custodial Standards Handbook (CM) Involve facility staff in the evaluation process of custodial services (CM) Conduct facility cleanliness and safety inspections a minimum of twice a year.(CM, KB) Identify potential cost savings in custodial supply budget.(CM) 	<p>Chemical Management: FY2015 40% FY2016 50% FY2017 75%</p>
	II.1.d. To plan for and construct schools, classrooms, and facilities	<ol style="list-style-type: none"> Complete replacement facility for Gray Elementary School and identify projects for inclusion in the facility 5 year plan. (KB, CM, BM) 	<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"> Provide monthly utility usage reports to administrative staff. (CM) 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) 	<p>Decrease System Energy Usage: FY2015 Baseline FY2016/FY2017 Decrease usage by 10% each year</p>
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"> Support TKES implementation (Executive Cabinet) Collect teacher evaluations within specified timelines (EJ) <ul style="list-style-type: none"> Review evaluations with superintendent 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. 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) 	<ul style="list-style-type: none"> FY/2015/2016/2017:100% of teachers trained in TKES FY/2015/2016/2017:100% of teachers are highly qualified FY/2015/2016/2017:100% of paraprofessionals are highly qualified

		5. Support a process for recruiting and retaining high-performing staff (Executive Cabinet, Principals)	
	II.2.b To provide a safe and efficient transportation program for the staff and students of Jones County	<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 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) 	TARGETS: <ul style="list-style-type: none"> • FY2015/FY2016/2017:100% of drivers are trained • FY2015/FY2016/2017:VersaTrans completely implemented • FY2015/FY2016/2017:100% of supervisors are trained in reasonable suspicion • FY2015/FY2016/2017:100% of drivers are accident/incident free • FY2015/FY2016/2017: 100% buses equipped with 247 Camera System • FY2015/FY2016/2017: All drivers score 85% proficient or higher on <u>Skill Driving Test</u>.
Objective II.3: <i>Effective Financial Processes</i>	II.3.a To ensure smooth, efficient, and effective system budget, financial, and employee compensation	<ol style="list-style-type: none"> 1. Conduct yearly audits of school financial accounts (TM, JH, BM) 2. 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 3. 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	<ol style="list-style-type: none"> 1. Completion of FY2015 system CIP / BSC - April 4, 2014 2. Completion of FY2015 system CCRPI/BSC–September 5, 2014 3. FY15 system CIP shared with school staff and stakeholders by- April 17, 2014 4. Completion of school CIP / BSC August 1, 2014 5. System and school CIP plans will be posted on District Website –August 1, 2014 6. Conduct monthly Exec Cab, CCT, and Principal meetings (Executive Cabinet) <ul style="list-style-type: none"> • Embedded professional learning activities for principals (CCGPS, TKES, LKES, Modeling, DI, technology, Data Teams, PLVs, TLE Platform, etc.) 7. Monitor school BST meetings monthly (Executive Cabinet, Principals) • Create common repository for monthly agendas and minutes 8. Conduct formal and informal performance reviews with schools (Executive Cabinet) • Request support from MGRESA on developing internal GAPSS team protocols (BM) 9. Monitor the CCRPI/BSC at the system and school level (Exec Cab, CCT) 10. Provide updated SACS/CASI information/reports (EJ) • Monitor progress on Required Actions • Update system and school AdvancED Executive Summaries in ASSIST – 11. Monitor the progress of addressing GAPSS and SACS findings at all levels. (Executive Cabinet) 12. Support a Leadership Development Program to identify and train future school leaders. (Executive Cabinet) 	% 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: External Elementary School Program Review • FY2016: External Middle / High School Program Review • FY2016 Internal Elementary Program Review • FY2017: Internal Middle/High Program Review • FY2018:SACS Reaccreditation

Color Coding:

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Red =	Did not meet Target, and actual score decreased from the previous year
Gray =	Baseline score/No previous score

FY13 Scores are Actual

Professional Learning Plan

Performance Objective	Initiatives	Action Steps	Performance Targets
Objective III.1: <i>Effective Continuous staff learning and growth through targeted Professional Learning</i>	III.1.a To improve the effectiveness of Standards-Based Teaching and Learning throughout the system	<ol style="list-style-type: none"> 1. Support the analysis of classroom observation data and its use in guiding adjustments to instruction and identified professional learning using TKES walkthrough form (Executive Cabinet) <ul style="list-style-type: none"> • Monitor summaries of observations (percentages) at Principal meetings <ul style="list-style-type: none"> ◦ Ensure that analysis of observation data regarding standards-based teaching and learning is cascaded to instructional staff 2. Support and monitor the use of Edivaition as a professional development tool (aligned with TKES and School Improvement) (Executive Cabinet) 3. Continue to support professional learning communities at all schools and grade levels (Admin, ICs) 	<ul style="list-style-type: none"> • FY/2015/2016/2017:100% of schools will provide analysis of classroom observations on a monthly basis and disseminate to instructional staff
	III.1.b Support increased academic achievement of students with disabilities	<ol style="list-style-type: none"> 1. 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 2. 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 2014 and March 2015 3. Train and support the use of assistive technology as appropriate (AT) 	FY/2015/2016/2017: GAA Trained:100% FY/2015/2016/2017: Eliminate non-scoreables for GAA
		<ol style="list-style-type: none"> 1. 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) 	TARGETS: Instructional Technology <ul style="list-style-type: none"> • FY2014/2015/2016:Instructional Technology Course goals defined in technology CIP

<p>III.1.c To provide technology training to all staff</p>	<ul style="list-style-type: none"> • PDEExpress • PD360 • Math-related instruction (Accelerated Math, STAR Math, Destination Math) • STAR Reading • Accelerated Reader • 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"> • Infinite Campus Gradebook (CP) • ISTE standards (CF) • USA Test Prep (RK) • School Desk (Media Specialists) • TLE Platform (CF) • SLDS (CP) <p>2. Conduct monthly SIS clerk meetings and provide updates at principals' meetings (CP)</p> <p>3. Establish Software Support Team at each school (AB, Media Specialists)</p> <p>4. Pilot BYOD plan for students.</p>	<p>TARGETS: Student Information/Data</p> <ul style="list-style-type: none"> • FY2014/2015/2016: Monthly Data Clerk Meetings/Administrative Updates /On Time State Data Collections Sign off <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 <p style="background-color: yellow;">• FY2014/2015/2016: 100% of teachers will utilize the Statewide Longitudinal Data System (SLDS)</p> <p>BYOD</p> <p>FY 2015: Develop BYOD policies & procedures FY2015: Pilot Student BYOD (1-2 classrooms per school) FY2016: Fully implement student BYOD</p>
<p>III.1.d To support continuous improvement training</p>	<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 held</p> <ul style="list-style-type: none"> • FY2015:100% • FY2016:100% • FY2017:100%
	<ol style="list-style-type: none"> 1. Provide guidance for alignment of available resources to identified professional learning needs (Executive Cabinet) 	<p>Professional Learning Needs</p>

	III.1.e To support individual school professional learning	<ol style="list-style-type: none"> 2. Monitor implementation of school professional learning plans (GB) <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 professional learning activities (GB) 	<ul style="list-style-type: none"> • FY2015/2016/2017:100% of schools have professional learning plans that are aligned to school CIP
	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 (GB, GW, CF, ICs) 2. Provide training for Instructional Coaches in CCGPS and support re-delivery to schools (GB, CF, ICs) 	100% Instructional Coaches trained 100% Instructors trained
Objective III.2: <i>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. (GB, EJ) 	Professional Learning Alignment to CIP <ul style="list-style-type: none"> • FY2015:100% • FY2016:100% • FY2017:100%

Color Coding:

Green =

Met or Exceeded Target

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FY13 Scores are Actual

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 and enriching learning environment for all constituents</p>	<ol style="list-style-type: none"> 1. 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 certification needs (Principals) 2. 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 3. Each school will submit evidence of an innovative practice accompanied by data supporting improved student achievement. (KR, Admin) 4. Each school will submit evidence of interventions or practices designed to facilitate a personalized climate in the school. (KR, Admin) <ul style="list-style-type: none"> • Support school implementation of Positive Behavior Interventions and Supports (PBIS) 	<ul style="list-style-type: none"> • FY2015: 35% of staff at each school CPR Certified • FY2016: 45% of staff at each school CPR Certified • FY2017: 50% of staff at each school CPR Certified (Maintain this percentage) • 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 • FY2014, 2015, 2016: 100% of schools submit innovative practice • FY2014, 2015, 2016: 100% of schools submit interventions data

Objective IV.2: Students, staff, parents, and	IV.2.a To improve system personnel perception of Central Office support and communication with the schools	<ol style="list-style-type: none"> 1. Increase visibility of central office staff in schools (Executive Cabinet) <ul style="list-style-type: none"> • School Events • BST Meetings • Walkthroughs, etc. 	Anecdotal records of central office staff participation
	IV.2.b To increase staff, parent, student, and community perceptions of school quality	<ol style="list-style-type: none"> 1. Examine results of stakeholder satisfaction survey (Executive Cabinet) 2. Conduct regular stakeholder meetings for Title I, Title II, and Special Education (JM, KR, AW) 3. Conduct focus group meetings as needed to solicit input on selected topics 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	<ol style="list-style-type: none"> 1. Monitor the implementation of the Jones County Attendance Plan and protocols (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	<ol style="list-style-type: none"> 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) 	<p>TARGETS:</p> <ul style="list-style-type: none"> • FY2014:develop partnership guidelines

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- Red =** Did not meet Target, and actual score decreased from the previous year
- Gray =** Baseline score/No previous score

FY13 Scores are Actual

Instructional Assessments: All Students

G	Year	Reading	ELA	Math
1	2014			
	2015			
	2016			
2	2014			
	2015			
	2016			

Obj I.1
Initiative I.1.a

*Baseline scores will be established with the FY2014 administration.

CRCT: All Students

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

G	Year	Reading	ELA	Math
3	2013	96%	91%	81%
	2014	$\geq 95\%$	93%	83%
	2015	$\geq 95\%$	95%	85%
	2016	$\geq 95\%$	$\geq 95\%$	88%
4	2013	93%	91%	83%
	2014	95%	93%	85%
	2015	$\geq 95\%$	95%	87%
	2016	$\geq 95\%$	$\geq 95\%$	89%
5	2013	98%	94%	94%
	2014	$\geq 95\%$	$\geq 95\%$	95%
	2015	$\geq 95\%$	$\geq 95\%$	$\geq 95\%$
	2016	$\geq 95\%$	$\geq 95\%$	$\geq 95\%$
6	2013	97%	93%	87%
	2014	$\geq 95\%$	$\geq 95\%$	89%
	2015	$\geq 95\%$	$\geq 95\%$	91%
	2016	$\geq 95\%$	$\geq 95\%$	93%
7	2013	97%	97%	95%

Obj I.1
Initiative I.1.a

	2014	≥95%	≥95%	≥95%
	2015	≥95%	≥95%	≥95%
	2016	≥95%	≥95%	≥95%
8	2013	98%	95%	96%
	2014	≥95%	≥95%	≥95%
	2015	≥95%	≥95%	≥95%
	2016	≥95%	≥95%	≥95%

*FY2014 reflects change to CCGPS tests in Reading, ELA, Math

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

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%

Obj I.1
Initiative I.1.a

*FY2013 scores are actual

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

G	2013	2014	2015	2016
3	86%	88%	90%	92%
4	87%	89%	91%	93%

Obj I.1

5	87%	89%	91%	93%	Initiative I.1.a
6	81%	83%	85%	87%	
7	96%	≥95%	≥95%	≥95%	
8	86%	88%	90%	92%	

***FY2013 scores are actual**

EOCT: All Students

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

Subject	2013	2014	2015	2016	
Coordinate Alg	35%	50%	55%	55%	
Analytical Geom	52%	60%	65%	70%	
9 th Grade Lit	91%	93%	95%	≥95%	Obj I.1
American Lit	91%	93%	95%	≥95%	Initiative I.1.a
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

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

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%

Obj I.1
Initiative I.1.a

High School Writing Assessment			
2013	2014	2015	2016
93%	95%	≥95%	≥95%

Lexile Measures

Percentages represent the CCRPI Adjusted Performance on Indicator (%)

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

5th Percent of Students in grade 3 achieving a Lexile measure \geq 850	76.1			
8th Percent of Students in grade 3 achieving a Lexile measure \geq 1050	81.5			
Am. Lit. Percent of Students in grade 3 achieving a Lexile measure \geq 1275	44.5			

Obj I.1
Initiative
I.1.a

Instructional Assessments: Subgroups Reading

G	Year	SWD	AA	SES
1	2014			
	2015			
	2016			
2	2014			
	2015			
	2016			

Obj I.1
Initiative I.1.b

*Baseline scores will be established with the FY2014 administration.

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

G	Year	SWD	AA	SES
3	2013	96%	89%	93%
	2014	≥95%	91%	95%
	2015	≥95%	93%	≥95%
	2016	≥95%	≥95%	≥95%
4	2013	87%	90%	89%
	2014	89%	92%	91%
	2015	91%	94%	95%
	2016	93%	≥95%	≥95%
5	2013	91%	96%	96%
	2014	93%	≥95%	≥95%
	2015	95%	≥95%	≥95%
	2016	≥95%	≥95%	≥95%
6	2013	88%	97%	96%
	2014	90%	≥95%	≥95%
	2015	92%	≥95%	≥95%
	2016	94%	≥95%	≥95%
7	2013	82%	94%	94%
	2014	85%	95%	95%
	2015	88%	≥95%	≥95%
	2016	91%	≥95%	≥95%
8	2013	91%	95%	97%
	2014	93%	≥95%	≥95%
	2015	95%	≥95%	≥95%
	2016	≥95%	≥95%	≥95%

Obj I.1
Initiative I.1.b

*targets may be set higher at individual schools

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

Instructional Assessments: Subgroups Math

G	Year	SWD	AA	SES
1	2014			
	2015			
	2016			
2	2014			
	2015			
	2016			

Obj I.1
Initiative I.1.b

*Baseline scores will be established with the FY2014 administration

CRCT Subgroups MATH

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

G	Year	SWD	AA	SES
3	2013	60%	74%	74%
	2014	65%	82%	82%
	2015	70%	87%	87%
	2016	75%	92%	92%
4	2013	65%	74%	77%
	2014	70%	82%	82%
	2015	75%	87%	87%
	2016	80%	92%	92%
5	2013	68%	95%	93%
	2014	73%	$\geq 95\%$	95%
	2015	78%	$\geq 95\%$	$\geq 95\%$
	2016	83%	$\geq 95\%$	$\geq 95\%$
6	2013	62%	80%	83%
	2014	70%	83%	86%

Obj I.1
Initiative I.1.b

	2015	75%	88%	89%
	2016	80%	92%	93%
7	2013	81%	89%	92%
	2014	86%	95%	95%
	2015	89%	≥95%	≥95%
	2016	93%	≥95%	≥95%
8	2013	83%	90%	92%
	2014	86%	95%	95%
	2015	89%	≥95%	≥95%
	2016	93%	≥95%	≥95%

*targets may be set higher at individual schools

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

Instructional Assessments: Subgroups ELA

G	Year	SWD	AA	SES
1	2014			
	2015			
	2016			
2	2014			
	2015			
	2016			

Obj I.1
Initiative I.1.b

*Baseline scores will be established with the FY2014 administration

CRCT Subgroups ELA

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

G	Year	SWD	AA	SES
3	2013	88%	83%	85%
	2014	90%	86%	90%
	2015	92%	89%	92%

	2016	94%	93%	94%
4	2013	80%	88%	87%
	2014	83%	90%	90%
	2015	88%	92%	92%
	2016	92%	94%	94%
5	2013	76%	93%	89%
	2014	82%	95%	95%
	2015	87%	≥95%	≥95%
	2016	92%	≥95%	≥95%
6	2013	87%	90%	91%
	2014	90%	95%	95%
	2015	92%	≥95%	≥95%
	2016	94%	≥95%	≥95%
7	2013	84%	95%	94%
	2014	86%	≥95%	95%
	2015	89%	≥95%	≥95%
	2016	93%	≥95%	≥95%
8	2013	72%	91%	91%
	2014	80%	95%	95%
	2015	85%	≥95%	≥95%
	2016	90%	≥95%	≥95%

Obj I.1
Initiative I.1.b

*targets may be set higher at individual schools

*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%)**

G	Year	SWD	AA	SES
3	2013	69%	70%	73%
	2014	73%	73%	78%
	2015	78%	78%	82%

	2016	83%	83%	88%
4	2013	70%	78%	80%
	2014	73%	82%	83%
	2015	78%	87%	88%
	2016	83%	92%	92%
5	2013	59%	80%	78%
	2014	65%	83%	82%
	2015	70%	88%	87%
	2016	75%	92%	92%
6	2013	65%	63%	72%
	2014	73%	67%	78%
	2015	78%	72%	82%
	2016	83%	77%	88%
7	2013	54%	86%	85%
	2014	60%	90%	90%
	2015	65%	92%	92%
	2016	70%	94%	94%
8	2013	52%	76%	79%
	2014	60%	82%	82%
	2015	65%	87%	87%
	2016	70%	92%	92%

Obj I.1
Initiative I.1.b

*targets may be set higher at individual schools

CRCT Subgroups Social Studies

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

G	Year	SWD	AA	SES
3	2013	58%	84%	76%
	2014	65%	89%	82%
	2015	70%	92%	87%
	2016	75%	94%	92%

4	2013	65%	79%	79%
	2014	73%	82%	82%
	2015	78%	87%	87%
	2016	83%	92%	92%
5	2013	56%	81%	79%
	2014	60%	86%	82%
	2015	65%	89%	87%
	2016	70%	93%	92%
6	2013	52%	75%	79%
	2014	60%	82%	82%
	2015	65%	87%	87%
	2016	70%	92%	92%
7	2013	75%	93%	93%
	2014	82%	95%	95%
	2015	87%	≥95%	≥95%
	2016	92%	≥95%	≥95%
8	2013	44%	75%	79%
	2014	50%	82%	82%
	2015	55%	87%	87%
	2016	60%	92%	92%

Obj I.1
Initiative I.1.b

*targets may be set higher at individual schools

*FY2013 reflects baseline data for Social Studies

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

Column1	2012	2013	2014	2015
Elementary	84.3			
Middle	75.3			

Obj I.1
Initiative I.1.b

Table A

Graduation Rate						
	2012	2013	2014	2015	2016	2017
4-year cohort		76.6				
5-year cohort	75.9					
Data from 2012 CCRPI Report						

Obj I.1
Initiative I.2.b

Table B

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				
8 th Grade Percent of students in grade eight passing at least four courses in core content areas (ELA, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT and required EOCT	86.5				
9 th Grade Percent of first time 9th grade students earning 4 Carnegie Unit Credits in 4 core content areas (ELA, mathematics, science, social studies)	73.9				

Obj I.1
Initiative I.2.b

Data from 2012 CCRPI Report

Table C

Percent of Students Scoring Exceeds on CRCT Required participation rate $\geq 95\%$						
	Year	Reading	ELA	Math	Science	Social Studies
3	2012	44%	32%	35%	33%	18%
	2013	53%	35%	47%	36%	25%
	2014	%	%	%	%	%
	2015	%	%	%	%	%
	2016	%	%	%	%	%
4	2012	45%	34%	33%	50%	30%
	2013	47%	33%	37%	48%	26%
	2014	%	%	%	%	%
	2015	%	%	%	%	%
	2016	%	%	%	%	%
5	2012	31%	40%	31%	47%	24%
	2013	38%	35%	47%	45%	32%
	2014	%	%	%	%	%
	2015	%	%	%	%	%
	2016	%	%	%	%	%
6	2012	40%	28%	21%	15%	29%
	2013	43%	30%	25%	21%	44%
	2014	%	%	%	%	%
	2015	%	%	%	%	%
	2016	%	%	%	%	%
7	2012	30%	46%	36%	50%	64%
	2013	33%	53%	35%	54%	71%
	2014	%	%	%	%	%
	2015	%	%	%	%	%
	2016	%	%	%	%	%
	2012	33%	31%	12%	20%	31%
	2013	49%	48%	41%	38%	46%

Obj I.1
Initiative I.2.b

8	2014	%	%	%	%	%
	2015	%	%	%	%	%
	2016	%	%	%	%	%
Data from Statewide Longitudinal Data System on 2.5.14						

Table D

Percent of Students Scoring Exceeds on EOCT						
Required participation rate $\geq 95\%$						
Subject	2012	2013	2014	2015	2016	
Math I	8%	2%	N/A	N/A	N/A	
Coordinate Alg	N/A					
Analytical Geom	N/A	N/A				
9 th Grade Lit	34%	34%				Obj I.1
American Lit	22%	28%				Initiative I.2.b
Biology	26%	25%				
Physical Sc	51%	54%				
US History	24%	32%				
Economics	31%	36%				
Data from Governor's Office of Student Achievement on 2.6.14						
https://usg.gosa.ga.gov/analytics/saw.dll?Dashboard						

Table E

Post High School Readiness Indicators					
	2012	2013	2014	2015	2016

CCRPI Combined Score Percent of graduates: entering TCSG/USG not requiring remediation or learning support courses; or scoring at least 22 out of 36 on the composite ACT; or scoring at least 1550 out of 2400 on the combined SAT; or scoring 3 or higher on two or more AP exams ; or scoring 4 or higher on two or more IB exams (Data from 2012 CCRPI Report)					
Students scoring at least 1550 out of 2400 on the combined SAT					
Students scoring 3 or higher on two or more AP exams					
CCRPI Combined Score Percent of graduates earning high school credit(s) for accelerated enrollment via ACCEL, Dual HOPE Grant, Move On when Ready, Early College, Gateway to College, Advanced Placement Courses (Data from 2012 CCRPI Report)					
ACCEL Participation Rate					
Dual HOPE Grant Participation Rate					
Move On when Ready Participation Rate					
Early College Participation Rate					
Gateway to College Participation Rate					
Advanced Placement Courses Participation Rate					

Obj I.1

Initiative I.2.c

Table F

Career Awareness Initiatives							
			2012	2013	2014	2015	2016
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							
Elementary: Percent of fifth grade students with a complete career portfolio by end of grade 5							
Middle: Percent of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8							
High: Percent of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study			26.5				

Obj I.1
Initiative
I.3.a

Percent of CTAE Pathway Completers earning a national industry recognized credential, or a passing score on a GaDOE recognized end of pathway assessment (data reported in CCRPI in 2014-2015)					
Percent of graduates completing a career-related Work-Based Learning Program or a career-related Capstone Project	7.1				
Data from 2012 CCRPI Report					