



Dr. John D. Barge, State School Superintendent
 "Making Education Work for All Georgians"

Georgia Department of Education
 Title I
 Schoolwide/School Improvement Plan

Turner Woods Elementary: FY2015 School Continuous Improvement Plan

Strategic Objective I: Improving Student Achievement and Success

Performance Objective	Initiatives	Action Steps	Performance Targets																																																																																				
Objective I.1: Student Mastery of the Georgia Performance Standards (CCGPS):	I.1.a: To align and implement curriculum, instruction, and assessment to the CCGPS	<ol style="list-style-type: none"> Ensure veteran and new teachers have access to updated curriculum documents for Common Core GPS (LR, GH, DG) Use classroom walkthroughs, department meetings, grade level/content meetings, PLC meetings, and work sessions to ensure that teachers are implementing the curriculum with fidelity. (RL, GH, DG) <i>K-5:</i> <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.) Continue monitoring the implementation of Data Teams to ensure comprehensive analysis of all data sources is used to improve instructional effectiveness and student growth. (LR, GH, DG, & Data Team members) Assist teachers in administering periodic common formative assessments to guide instructional practices. (LR, GH, DG, PEC, EIP, & Title I Teacher) Share information with BOE and executive cabinet during formal and informal performance reviews. (BST) Lead the textbook adoption process according to the DOE adoption cycle and BOE instructions. (DG & Textbook Committee) Monitor the vertical alignment of PreK-6 content areas. Establish a timeline and framework to accommodate meeting dates with initial emphasis on transitional grades.(LR, GH, DG, TJ, & teachers) Support and monitor the implementation of the Animated Literacy and Early Literacy Program. (DG, GH, SP, & K-2 Teachers) Facilitate continued support of ACCESS Class Needs (PEC) at the elementary level. (JM & KR) Monitor the performance on CCRPI indicators. (LR, GH, & BST) Create a Comprehensive Professional Learning Plan based on identified needs, including; (LR, GH, DG, CN, & BST) <ul style="list-style-type: none"> SACS Required Actions TKES LKES 	<table border="1"> <thead> <tr> <th colspan="4">CRCT: All Students 3-5 (Assessments 1&2)</th> </tr> <tr> <th>G</th> <th>Reading</th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2012--93% 2013--N/A 2014--N/A 2015--95%</td> <td>2012--87% 2013-- N/A 2014--N/A 2015--95%</td> <td>2012--86% 2013-- N/A 2014--N/A 2015--95%</td> </tr> <tr> <td>2</td> <td>2012--99% 2013-- N/A 2014--N/A 2015--95%</td> <td>2012--93% 2013-- N/A 2014--N/A 2015--95%</td> <td>2012--96% 2013-- N/A 2014--N/A 2015--95%</td> </tr> <tr> <td>3</td> <td>2012--96% 2013--99% 2014--100%</td> <td>2012--95% 2013--94% 2014--98%</td> <td>2012--70% 2013--89% 2014--93%</td> </tr> <tr> <td>4</td> <td>2012--93% 2013--92% 2014--95%</td> <td>2012--94% 2013--89% 2014--92%</td> <td>2012--88% 2013--80% 2014--85%</td> </tr> <tr> <td>5</td> <td>2012--100% 2013--100% 2014--100%</td> <td>2012--99% 2013--95% 2014--100%</td> <td>2012--95% 2013--97% 2014--100%</td> </tr> </tbody> </table> <p>*Establish Exceeds Target at School Level</p> <table border="1"> <thead> <tr> <th colspan="4">CRCT All Students Science</th> </tr> <tr> <th>G</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>N/A</td> <td>90%</td> <td>94%</td> </tr> <tr> <td>2</td> <td>N/A</td> <td>90%</td> <td>94%</td> </tr> <tr> <td>3</td> <td>74%</td> <td>89%</td> <td>94%</td> </tr> <tr> <td>4</td> <td>89%</td> <td>84%</td> <td>88%</td> </tr> <tr> <td>5</td> <td>89%</td> <td>94%</td> <td>90%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">CRCT All Social Studies</th> </tr> <tr> <th>G</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2</td> <td>N/A</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>3</td> <td>81%</td> <td>91%</td> <td>95%</td> </tr> <tr> <td>4</td> <td>87%</td> <td>85%</td> <td>88%</td> </tr> <tr> <td>5</td> <td>94%</td> <td>89%</td> <td>92%</td> </tr> </tbody> </table>	CRCT: All Students 3-5 (Assessments 1&2)				G	Reading	ELA	Math	1	2012--93% 2013--N/A 2014--N/A 2015--95%	2012--87% 2013-- N/A 2014--N/A 2015--95%	2012--86% 2013-- N/A 2014--N/A 2015--95%	2	2012--99% 2013-- N/A 2014--N/A 2015--95%	2012--93% 2013-- N/A 2014--N/A 2015--95%	2012--96% 2013-- N/A 2014--N/A 2015--95%	3	2012--96% 2013--99% 2014--100%	2012--95% 2013--94% 2014--98%	2012--70% 2013--89% 2014--93%	4	2012--93% 2013--92% 2014--95%	2012--94% 2013--89% 2014--92%	2012--88% 2013--80% 2014--85%	5	2012--100% 2013--100% 2014--100%	2012--99% 2013--95% 2014--100%	2012--95% 2013--97% 2014--100%	CRCT All Students Science				G	2012	2013	2014	1	N/A	90%	94%	2	N/A	90%	94%	3	74%	89%	94%	4	89%	84%	88%	5	89%	94%	90%	CRCT All Social Studies				G	2012	2013	2014	1	N/A	N/A	N/A	2	N/A	N/A	N/A	3	81%	91%	95%	4	87%	85%	88%	5	94%	89%	92%
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		<ul style="list-style-type: none"> • Georgia Edviation • Instructional Coaches Modeling Plan • Classroom management with one-to-one technology. 12. Purchase School Library Media books for the school media center for student circulation in accordance with CCGPS. (CN) <ul style="list-style-type: none"> • Identify collection needs based on CCGPS correlation 	<p>3 year School Plan to Increase Media collection</p> <table border="1" data-bbox="1486 443 1969 540"> <tr> <td>FY 2012</td> <td>Met goal</td> </tr> <tr> <td>FY 2013</td> <td>+2%</td> </tr> <tr> <td>FY 2014</td> <td>+2%</td> </tr> </table> <p>Lexile Levels</p> <table border="1" data-bbox="1486 631 1969 834"> <thead> <tr> <th>Grade</th> <th>3rd 650</th> <th>4th</th> <th>5th 850</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>58.8</td> <td></td> <td>67.7</td> </tr> <tr> <td>2013</td> <td>81.3</td> <td></td> <td>72.9</td> </tr> <tr> <td>2014</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2015</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Grade 5 State Writing Assessment</p> <table border="1" data-bbox="1486 906 1927 1092"> <thead> <tr> <th></th> <th>DNM</th> <th>Meets</th> <th>Exceeds</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>23%</td> <td>71%</td> <td>7%</td> </tr> <tr> <td>2013</td> <td>11%</td> <td>68%</td> <td>21%</td> </tr> <tr> <td>2014</td> <td></td> <td></td> <td></td> </tr> <tr> <td>2015</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	FY 2012	Met goal	FY 2013	+2%	FY 2014	+2%	Grade	3rd 650	4 th	5 th 850	2012	58.8		67.7	2013	81.3		72.9	2014				2015					DNM	Meets	Exceeds	2012	23%	71%	7%	2013	11%	68%	21%	2014				2015			
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	I.1.b To close the achievement gap among different school populations (SWD, ED, Minority)	<ol style="list-style-type: none"> Support teachers with methods for tracking at-risk students. (LR, GH, DG, TJ, KR, & RTI Committee) Ensure the implementation of progress monitoring for students with disabilities in math and reading (KR, JS, KB, & LSh) <ul style="list-style-type: none"> Select/develop a progress monitoring system for Tier 4 students Meet monthly with PEC lead teachers to review progress monitoring data and report to principals Annual data audit with PEC teachers Review and monitor the Response to Intervention (RTI) protocol to ensure fidelity of implementation (LR, GH, DG, & RTI Committee) <ul style="list-style-type: none"> Distribute, implement, and post on website the RTI Protocol Handbook (DG & CN) Facilitate regularly scheduled meetings with school task force members (PEC & RTI Committee) Review progress monitoring reports quarterly with subpopulations clearly identified for adjusting instructional strategies for Tier 2 and Tier 3 students (LR, GH, DG, & RTI Committee) <ul style="list-style-type: none"> 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 – Teacher Survey Supervise RTI intervention teachers to ensure that set protocols are being addressed as defined Allocate 20-day funds and direct the development and implementation of after-school programs/Saturday School and other supplemental services (LR, GH, & BST) <ul style="list-style-type: none"> Plans approved and implemented by October 31, 2014 Monitor the effectiveness of inclusion (co-teaching) at all grade levels (KR, JS, KB, AH, & LSh) <ul style="list-style-type: none"> Identify exemplary co-teaching teams to aid with training and modeling Conduct walkthroughs in co-taught classrooms Monitor the progress of EL students throughout the school (GH) <ul style="list-style-type: none"> Regularly scheduled meetings with designated staff Provide on-going training on WIDA Standards instruction to classroom teachers Monitor the performance on the CCRPI indicators for all subpopulations (LR, GH, & BST) 	CRCT & Assessments Subgroups READING			
			G	SWD	AA	SES
			1	2012:60% 2013: N/A 2014:70%	2012:100% 2013: N/A 2014:100%	2012:96% 2013: N/A 2014:100%
			2	2012:80% 2013: N/A 2014:90%	2012:100% 2013: N/A 2014:99%	2012:97% 2013: N/A 2014:100%
			3	2012:56% 2013:80% 2014:76%	2012: 70% 2013:100% 2014: 90%	2012:77% 2013: 97% 2014: 95%
			4	2012:100% 2013:100% 2014:100%	2012:89% 2013:82% 2014:100%	2012:95% 2013:86% 2014: 99%
			5	2012:86% 2013:100% 2014:94%	2012:100% 2013:100% 2014:100%	2012:95% 2013:100% 2014: 100%
			CRCT & Assessments Subgroups MATH			
			G	SWD	AA	SES
			1	2012:60% 2013: N/A 2014:80%	2012:85% 2013: N/A 2014:95%	2012:86% 2013: N/A 2014: 94%
			2	2012:80% 2013: N/A 2014:90%	2012:89% 2013: N/A 2014:99%	2012:88% 2013: N/A 2014: 98%
			3	2012:36% 2013:33% 2014:65%	2012:57% 2013:88% 2014:75%	2012:57% 2013:76% 2014:75%
			4	2012:43% 2013:64% 2014:70%	2012:89% 2013:73% 2013:97%	2012:83% 2013:69% 2014:91%
			5	2012:80% 2013:89% 2014:93%	2012:100% 2013:100% 2014:100%	2012:93% 2013:98% 2014:100%



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Performance Objective	Initiatives	Action Steps	Performance Targets			
			CRCT & Assessments Subgroups ELA			
			G	SWD	AA	SES
			1	2012:40% 2013:N/A 2014:70%	2012:85% 2013: N/A 2014:94%	2012:78% 2013: N/A 2014:90%
			2	2012:60% 2013: N/A 2014:80%	2012:89% 2013: N/A 2014:98%	2012:82% 2013: N/A 2014:92%
			3	2012:56% 2013:80% 2014:75%	2012:92% 2013:89% 2014:98%	2012: 81% 2013: 84% 2014: N/A
			4	2012: 100% 2013: 88% 2014: N/A	2012:95% 2013:73% 2014:100%	2012: 97% 2013: 82% 2014: N/A
			5	2012:92% 2013:78% 2014:100%	2012:100% 2013:95% 2014:100%	2012: 98% 2013: 95% 2014: N/A
			CRCT & Assessments Subgroups Science			
			G	SWD	AA	SES
			1	2012: N/A 2013: N/A 2014 N/A	2012: N/A 2013: N/A 2014 N/A	2012: N/A 2013: N/A 2014 N/A
			2	2012: N/A 2013: N/A 2014 N/A	2012: N/A 2013: N/A 2014: N/A	2012: N/A 2013: N/A 2014 N/A
			3	2012:36% 2013: 86% 2014	2012:47% 2013: 48% 2014	2012:62% 2013: 76% 2014
			4	2012:78% 2013: 79% 2014	2012:95% 2013: 64% 2014	2012:91% 2013: 69% 2014
			5	2012:61% 2013: 58% 2014	2012:85% 2013: 86% 2014:	2012:87% 2013: 91% 2014

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5	2012: 72% 2013: 50% 2014	2012: 100% 2013: 77% 2014	2012: 93% 2013: 2014																												
<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"> Support continued use of classroom walkthrough observation utilizing <i>TKES</i> (LR & GH) <ul style="list-style-type: none"> Support administrators, instructional coaches, teacher leaders, and district office personnel in the consistent use of the instrument. (CF) Utilize the GaDOE TLE Platform for all walkthroughs and observations. (LR & GH) Conduct discussions at Principals meetings regarding instructional practices and walkthrough data. (Admin) Conduct discussions at Graduation Matter meetings with IC & AP at administrators meetings regarding instructional practices and walkthrough data. (Admin, IC, & teachers) Administrative team will conduct focus walks to address specific needs identified by Self-Assessments completed by Teachers. Central Office administrators are available, upon request from the Principal, to conduct informal observations at each school to address identified needs. (Executive Cabinet) Utilize Data Director to analyze student data to guide CIP Planning (BST) <ul style="list-style-type: none"> Provide additional technical support to teachers SLDS – Teacher use to analyze student data 	<ul style="list-style-type: none"> Each teacher will receive four Class Walkthrough <i>TKES</i> observations per year Each teacher will receive two Formal <i>TKES</i> observation per year School administrators are trained in the use of the Teacher Keys Effectiveness System 																												



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	I.2.b. To increase the graduation rate and decrease the drop-out rate	<ol style="list-style-type: none"> 1. Continue supporting the "Class of" Campaign in grades PreK-6 (TJ) <ul style="list-style-type: none"> • Vertical Team meetings (K-5 staff) 2. Continue to participate Graduation Matters meetings to support the graduation rate (TJ, GH, DG) <ul style="list-style-type: none"> • ES to MS Transition Team (TJ) • Pre-K to Kindergarten transition (TJ, K teachers) 	
	I.2.c. To provide equity in programs and opportunities	<ol style="list-style-type: none"> 1. Continue to provide professional learning to support staff: inclusion, autism, PBIS, progress monitoring, and due process. (LR, GH, DG, KR, & LSh) 2. Support the implementation of EIP, and Title I co-teaching teams. (LR, GH, DG, & TJ) 3. Provide information for personnel seeking endorsements and/or career growth opportunities, such as ESOL, WIDA, Gifted, or Coaching. (GH) 4. Support opportunities for all students to engage in extra/co-curricular activities (including, but not limited to): <ul style="list-style-type: none"> • Athletics • Science Fair (RO & TS) • Fine Arts (EXP. Teachers) • Clubs (Teachers & LR) • Roaring Readers (CN) • YGA (DG) • DAR (DG) • BETA (?) • Quiz Bowl (AT) • Monitor participation in FY2015 (GH) 5. Monitor and maintain 100% high-quality and effective instructional staff (LR) <ul style="list-style-type: none"> • Participate in CPI pre-conference in mid-September with BOE to ensure high-quality compliance (LR) • Monitor the assignment of teachers to ensure a balance of experience and effectiveness (LR & GH) • Implement a Teacher Mentor Program for teachers with 3 or less years of experience, new position, or new to the school. (MM) • Develop a school-wide professional learning plan (BST) 6. Provide and monitor the school-wide student handbook (GH) 	<p>Inclusion teams trained in co-teaching strategies (general ed, special ed teachers, and paraprofessionals)</p> <ul style="list-style-type: none"> • FY2013:100% • FY2014:100% • FY2015:100% <p>% of students engaged in extra/co-curricular activities:</p> <ul style="list-style-type: none"> • FY2014:40% • FY2015:45%



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<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. Support opportunities for Title I family engagement to build parent capacity. (LR & TJ) 2. Support opportunities for family and community involvement in gifted education services. (Examples: fall/spring curriculum meetings, Gifted Open House, family expeditions one per nine weeks, trips, etc.) (RW) 3. Participate in the fall training session for school councils (LR) 4. Coordinate RTI, SST, and 504 services (DG, TJ, LSh, & RW) <ul style="list-style-type: none"> • Support student transition between schools and grade levels through collaborative meetings between Counselors and School Level Coordinators. 	<p>Gifted Parent Involvement FY2015:school documents three activities for involving family & community in gifted education services (RW)</p> <p>Teachers trained in foundations of RTI</p> <ul style="list-style-type: none"> • FY2013:100% • FY2014:100% • FY2015:100% <p>Parent Involvement Activities</p> <ul style="list-style-type: none"> • FY 2014: Minimum one per month • FY 2015: Minimum one per month • FY 2016: Minimum one per month

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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"> 1. Train staff in correct sanitation procedures (MW & LK) 2. Improve customer service and quality of meals (MW & LK) 3. Improve school-wide breakfast participation. (LK) 4. Improve school-wide lunch participation. (LK) <ul style="list-style-type: none"> • Offer versus serve for 2nd - 5th grade • Offer versus serve Teacher 5. Provide information to parents and community to increase understanding of program requirements and nutritional needs of students (MW & LK). 	<ul style="list-style-type: none"> • Health sanitation scores • FY 13: A • FY 14 goal : A <p>Increase school breakfast participation:</p> <ul style="list-style-type: none"> • FY2013: 26.9 % • FY2014: 30 % • FY2015: 33 % <p>Increase school lunch participation:</p> <ul style="list-style-type: none"> • FY2013: 60 % • FY2014: 65% • FY2015: 70%
	II.1.b To improve access to and the reliability of hardware, software, and technology networking.	<ol style="list-style-type: none"> 1. Replace outdated and out of warranty computers in the classrooms, labs, and administrative offices as budget allows. (AB) 2. Replace out of warranty servers. (AB) 3. Improve completion time of technology work orders. (CN & Tech) 4. The requisition of smart boards one in each class setting class. (LR) 5. Provide software (Brain Pop & Jr.) to enhance the learning (LR & CN) 6. Monitor the use of STAR programs (AR and AM), Star Early Literacy and STAR assessments. (GH, DG, CN, and Teachers) 	<p>SMART Board Installations</p> <ul style="list-style-type: none"> • FY2013: 2 • FY2014: 2 • FY2015: 100% classrooms with smart boards <p>Software Programs</p> <ul style="list-style-type: none"> • FY2015: Brain Pop, Jr., & Study Island • FY2014: Star Early Lit. • FY2014: Maintain a minimum of two educational software programs Sumdog and Lexia Core 5



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	II.1.c. To improve preventative/ground maintenance, custodial services at the school.	<ol style="list-style-type: none"> Continue use of Maintenance Direct to schedule and track maintenance. (All staff) Implementation of Spartan Custodial Certification Program (CM & DH) Implementation of Comp clean Custodial Software, phase 2 release (CM) Facility staff involved in maintaining appropriate standards based on the system evaluation process (GH & DH) Maintain notebook with accurate updates of chemical safety procedures (GH & DH) Schedule custodians to maintain ground and building (DH) Conduct facility cleanliness inspections a minimum of twice a year. (CM) 	<p>Minimum Cleanliness Standards Met</p> <ul style="list-style-type: none"> FY2013:100% FY2014:100% FY2015:100% <p>All facilities will have current asbestos inspection and management plans. Asbestos inspections and management plans will be sent to Georgia DOE as required in a timely manner.</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 (LR, GH, & DG) Collect teacher evaluations within specified timelines (LR & GH) <ul style="list-style-type: none"> Review evaluations with teachers Monitor documentation of teacher renewal and non-renewal process (LR) <ul style="list-style-type: none"> Provide deadlines, email updates, follow-up meetings, professional learning, etc. 	<ul style="list-style-type: none"> FY2015: 100% of teachers evaluated using TKES FY2015:100% of teachers are highly qualified FY2015:100% of paraprofessionals are highly qualified
	II.2.b To provide a safe and efficient transportation program for the staff and students of TWES.	<ol style="list-style-type: none"> Support bus drivers with our PBIS behavior plan for bus. Monthly Bus Duty (GH) Monitor Bus & Car dismissal procedures (ES, GH) Monitor Bus Referrals (GH) 	<p>TARGETS:</p> <ul style="list-style-type: none"> FY2013:90% referral turn around in 24 hour period FY2014:95% referral turn around in 24 hour period FY2015: 100% referral turn around in 24 hour period
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"> Provide detailed budget report and analysis for all accounts. (Each month/federal and state) (DF) Participate in yearly audit of school financial accounts (DF & LR) Improve operations of TWES level accounting (e.g., protocols and procedures) (DF & LR) <ul style="list-style-type: none"> All account leads and principal will receive monthly fund balance reports Participate in Medicaid billing and ACE claiming (OB & Admin) 	<p>TARGETS:</p> <ul style="list-style-type: none"> FY2015:All designated therapists will complete Medicaid ACE billing
	II.4.a: To provide a process of continuous	<ol style="list-style-type: none"> Completion of school CIP - August 1 2014 School CIP shared with District & School stakeholders by August 	<p>100% of Staff with knowledge and access to an updated CIP</p>



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Objective II.4: <i>Continuous Improvement Processes</i>	improvement of school processes and performance.	22, 2014 3. Attend Summer Leadership Training for school improvement initiatives (LR, GH, & DG) <ul style="list-style-type: none"> • Follow-up sessions in July 2015 4. Attend & participate in monthly Principals/CCT meeting (LR, GH, & LSh) 5. Monitor attendance & participation of personnel in Grad Matters meetings (LR, GH, DG, TJ, & CN) 6. Conduct school BST meetings monthly (monthly agendas and minutes) (BST) <ul style="list-style-type: none"> • Maintain monthly sign in sheets, agendas & minutes (GH) 7. Participate in performance review with BOE (BST) 8. Monitor the CCRPI at the school level. (BST) 9. Provide updated SACS/CASI information. (LR, GH, & EJ) <ul style="list-style-type: none"> • Monitor progress on Required Actions • Update school AdvancED Executive Summaries in ASSIST – September 3, 2013. 10. Monitor the implementation of strategies, professional learning, and other concepts based on the GAPSS (2011-12) & SACS (13) <ul style="list-style-type: none"> • Peer Observations 11. Support school-wide grant writing (RW) <ul style="list-style-type: none"> • Provide training and support for grade-level teams 12. Support a Leadership Development Program with staff identified and in training as future leaders. (LR & GH)	<ul style="list-style-type: none"> • FY2014:100% • FY2015:100% Grant Participation <ul style="list-style-type: none"> • FY2015: 20% staff participation



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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 throughout the school</p>	<ol style="list-style-type: none"> 1. Support the analysis of classroom walkthrough observation data and its use in guiding adjustments to instruction and identified professional learning using TAPS Results in the GaDOE TLE Platform (LR & GH) <ul style="list-style-type: none"> • Monitor summaries of observations at leadership meetings <ul style="list-style-type: none"> ○ Ensure that analysis of observation data regarding standards-based teaching and learning is cascaded to instructional staff (Admin. & teachers) 2. Support and monitor use of Georgia Edviation professional development tool (aligned with TKES and School Improvement) (BST & Staff) 3. Continue to support professional learning communities in all grade levels (LR, GH, & DG) 	
	<p>III.1.b Support increased academic achievement of students with disabilities</p>	<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. (LR, GH, DG, & KR) <ul style="list-style-type: none"> • Assess training needs 2. Support the training of GAA process – as needed (JM & KR) 3. Train and support the use of assistive technology as appropriate (AT) 4. Support the role out of the GO-IEP Program (JS & KR) 	<p>ASPIRE</p> <ul style="list-style-type: none"> • FY2014: 40% of students with IEP participation • FY2015: 60% of students with IEP participation <p>ABE</p> <ul style="list-style-type: none"> • FY2015: Utilize with PBIS
	<p>III.1.c Provide technology training to all staff</p>	<ol style="list-style-type: none"> 1. Train and monitor effective use of instructional and administrative technology, including but not limited to: (RL, CN, GH, DG, & RW) <ul style="list-style-type: none"> • Teacher Web pages • PDExpress • Georgia Edviation • Math-related instruction (STAR Math, Accelerated, & Destination Math) • STAR Reading & STAR Early Literacy • Accelerated Reader • GRASP • Student-produced video/film (CN) • SMART BOARDS & Products • Student Response Systems • SumDog 	<p>TARGETS: Student Information/Data</p> <ul style="list-style-type: none"> • FY2015:Monthly Data Clerk Meetings / Administrative Updates / On Time State Data Collections Sign off <p>TARGETS: Instructional Technology</p> <ul style="list-style-type: none"> • FY2015:100% of Teachers trained on New Web Page, PDExpress, Renaissance Learning Program, Data Director, PD 360, Learning Village, and Lexia • FY2015:technology walk-throughs (K-



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		<ul style="list-style-type: none"> • Data Director • IXL • Study Island • LEXIA • GOIEP (JS) • McAleer (DF & JH) • Infinite Campus (AC) (4th & 5th Gradebook) • ISTE standards (CF) • Safari Montage (CN) • School Desk (CN) <ol style="list-style-type: none"> 2. Support participation in monthly SIS clerk and Bookkeeping meetings (LR, AC, & DF) 3. Support a software/Tech team/committee for effective use software, minor tech questions, & tech tidbits. (LR, CN, & GJ) 	5) shall be performed monthly
	III.1.d Support continuous improvement training	<ol style="list-style-type: none"> 1. Attend and participate in the June and July Leadership Training for administrative teams (LR, GH, & DG) 2. Attend and participate in Principal meetings/training (LR) 3. Attend and participate in Grad Matters meetings/training (GH) 4. Attend and participate in Instructional Coach meetings/training (Grad Matters) (DG) COMBINED 5. Attend and participate in monthly elementary to middle school transition team meetings/training and Grad Matters (TJ) 6. Attend and participate in regular media specialists' meetings/training (Grad Matters) (CN) 7. Conduct BST meetings (LR, GH, LSh) 8. Conduct Faculty and Committee meetings to review Data, CIP, and organizational procedures (LR, GH, DG, TJ) 	<p>Attendance at principal meetings</p> <ul style="list-style-type: none"> • FY2015:100% <p>Attendance at GRAD MATTERS</p> <ul style="list-style-type: none"> • FY2015:100% <p>BST Meetings</p> <ul style="list-style-type: none"> • FY2015:100%



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<i>Objective III.2: Effective Assessment of Professional Learning</i>	III.1.e Support professional development	<ol style="list-style-type: none"> 1. Provide additional resources for identified professional learning needs (LR, GH, & DG) 2. Monitor implementation of school professional learning plan (LR, GH, & DG) <ul style="list-style-type: none"> • Paraprofessional Class & Book Study • FIPP and TKES Training • GaDOE TLE Platform to target professional learning based on Self- Assessments and TAPS • Approve <i>course & out of district proposals</i> (LR) 3. Monitoring attendance of all professional learning activities (DG) 	Professional Learning Needs <ul style="list-style-type: none"> • FY2014:100% of professional learning activities are aligned to school CIP
	III.1.f Ensure efficient and effective support services by training non-certified staff	<ol style="list-style-type: none"> 1. Support participation in monthly Local School Accountant (LSA) training (LR & DF) 2. Support participation in monthly data clerk training (GW & AC) 3. Support for continual custodial training (GH) 4. Support an ongoing training plan for office support staff (LR, GH, AC, & DF) <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 	FY 2014: 100% Account Summaries FY 2014: 100% Accuracy of Student DATA
	III.a.g Provide training to support CCGPS	<ol style="list-style-type: none"> 1. Support DOE provided K – 12 CCGPS training (LR, GH, & DG) 2. Support training and alignment of professional learning around CIP and CCGPS. (LR, GH, & DG) 	100% of staff participate in CCGPS webinar trainings 100% participation of IC in CCGPS training sessions COMPLETE
	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. (BST) 	Professional Learning Perception (Satisfied+) <ul style="list-style-type: none"> • FY2014:95%



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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's safety plan (GH, LR, ES, & Safety committee) <ul style="list-style-type: none"> • Distribute copies of the county safety flip chart to all faculty and staff • Revise/edit protocol of contact with new staff • Conduct monthly fire drills and submit reports • Conduct a severe weather drill and submit reports • Conduct a mock emergency lock down drill • Members of safety committee will attend at least one county-wide safety meeting. Hudson and/or Scroggs will attend all safety county-wide meetings. • Assess school's CPR certified staff needs 2. Continue implementation of Positive Behavior Intervention Supports (PBIS Team) <ul style="list-style-type: none"> • Matrix of expectations displayed throughout the school • Create a culture of positive behaviors, positive language (concept of integrating the language) • Revision of referral process inclusive of minor classroom incidents • PBIS team meets monthly to share reports, ideas, & next steps • Clear, consistent consequences for inappropriate student behavior are provided on referral forms 3. Provide required trainings to staff: (GH, LR, ES, AW, TJ. & Safety committee) <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 • AUA • Cyberbullying 	<ul style="list-style-type: none"> • FY2014:30% of staff CPR Certified • FY2015:35% of staff CPR Certified • FY2014: 2 or more representatives attend at County Safety Course Sessions • FY2014: : 2 or more representatives attend at County Safety Course Sessions • FY2014:100% GAINS Reporting • FY2014: Goal Primary



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Performance Objective	Initiatives	Action Steps	Performance Targets
<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>	<p>1. Increase visibility of central office staff in schools (Executive Cabinet)</p> <ul style="list-style-type: none"> School Events BST Meetings Walkthroughs, etc. 	<p>Anecdotal records of central office staff participation</p>
	<p>IV.2.b To increase staff, parent, student, and community perceptions of school quality.</p>	<p>1. Review and discuss results of stakeholder satisfaction survey. (BST)</p> <p>2. Parent Volunteer form sent home in August. (TJ)</p> <p>3. Title 1 Action Plan sent home in August (TJ)</p> <p>4. Conduct regular stakeholder meetings for Title I and Special Education. (TJ, ES, GW, & LSh)</p> <p>5. Conduct monthly focus activities for all stakeholders as designated by Title I guidelines. (TJ, & ES)</p> <p>6. Survey (feedback form) after each parent/stakeholder activity (TJ)</p> <p>7. Send home monthly newsletter with upcoming events (TJ)</p> <p>8. One Call System – used to remind parents of upcoming events (LR & TJ)</p> <p>9. Large Calendar by gym to inform parents of upcoming events (TJ)</p> <p>10. Spring Parent Involvement survey (April/May) for input concerning 2014-2015(TJ)</p> <p>11. Jones County Community Partnership (TJ)</p>	<p>Stakeholder Perception of School Quality Satisfied</p> <ul style="list-style-type: none"> FY2013:94% FY2014:96%
	<p>IV.2.c To increase school attendance in grades K-12</p>	<p>1. Adhere to the Jones County Attendance Plan and protocols (GH)</p> <p>2. Each 9 week period attendance reports, teachers check accuracy (AC & teachers)</p> <p>3. Positive incentives to promote good attendance (TJ)</p>	
	<p>IV.2.d To increase community/business partnerships and volunteer hours.</p>	<p>1. Create a formal Business Partners in Education Program (TJ)</p> <ul style="list-style-type: none"> Establish a steering committee, timeline, and calendar Continue to formally recognize business partners (event) Attend monthly OEI meetings- attended by various community agencies (TJ) 	<p>TARGETS:</p> <ul style="list-style-type: none"> FY2014:develop business partners FY2015: Participate in business afterhours