

Dames Ferry Elementary: Continuous Improvement Plan

Strategic Objective I: Improving Student Achievement and Success

Performance Objective	Initiatives	Action Steps	Performance Targets																																																																															
Objective I.1: <i>Student Mastery of the Georgia performance Standards</i>	I.1.a: To align and implement curriculum, instruction, and assessment to the CCGPS	<ol style="list-style-type: none"> 1. Monitor the implementation of curriculum notebooks/maps and ensure they are updated as appropriate (Admin, IC, LT, Instructional Staff, PEC, EIP) <p><u>K-5:</u></p> <ul style="list-style-type: none"> • Curriculum Maps (Admin, IC) • Mentor new teachers/staff on the effective use of Curriculum Resource Notebooks (Admin, IC) • Mentor new teachers/staff on the effective use of the Intervention Notebooks (Ward) 2. Monitor and report benchmark assessment data (Admin) <ul style="list-style-type: none"> • School reports quarterly (October, February, April) 3. Adopt textbooks according to the DOE textbook adoption cycle (Admin, IC, LT) 4. Monitor the vertical alignment of K-5 mathematics (Admin, IC) <ul style="list-style-type: none"> • Quarterly meetings (September, November, February) 	CRCT: All Students																																																																															
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 5%;">GR</th> <th style="width: 20%;">Reading</th> <th style="width: 20%;">ELA</th> <th style="width: 20%;">Math</th> <th style="width: 35%;"></th> </tr> </thead> <tbody> <tr> <td rowspan="4" style="text-align: center;">3</td> <td>2011: ≥ 96%</td> <td>2011: ≥ 96%</td> <td>2011: ≥ 96%</td> <td></td> </tr> <tr> <td>2012: ≥ 96%</td> <td>2012: ≥ 96%</td> <td>2012: ≥ 96%</td> <td></td> </tr> <tr> <td>2013: ≥ 98%</td> <td>2013: ≥ 98%</td> <td>2013: ≥ 98%</td> <td></td> </tr> <tr> <td>2014: 100%</td> <td>2014: 100%</td> <td>2014: 100%</td> <td></td> </tr> <tr> <td rowspan="4" style="text-align: center;">4</td> <td>2011: ≥ 96%</td> <td>2011: ≥ 96%</td> <td>2011: ≥ 96%</td> <td></td> </tr> <tr> <td>2012: ≥ 96%</td> <td>2012: ≥ 96%</td> <td>2012: ≥ 96%</td> <td></td> </tr> <tr> <td>2013: ≥ 98%</td> <td>2013: ≥ 98%</td> <td>2013: ≥ 98%</td> <td></td> </tr> <tr> <td>2014: 100%</td> <td>2014: 100%</td> <td>2014: 100%</td> <td></td> </tr> <tr> <td rowspan="4" style="text-align: center;">5</td> <td>2011: ≥ 96%</td> <td>2011: ≥ 95%</td> <td>2011: ≥ 94%</td> <td></td> </tr> <tr> <td>2012: ≥ 96%</td> <td>2012: ≥ 96%</td> <td>2012: ≥ 96%</td> <td></td> </tr> <tr> <td>2013: ≥ 98%</td> <td>2013: ≥ 98%</td> <td>2013: ≥ 98%</td> <td></td> </tr> <tr> <td>2014: 100%</td> <td>2014: 100%</td> <td>2014: 100%</td> <td></td> </tr> </tbody> </table>				GR	Reading	ELA	Math		3	2011: ≥ 96%	2011: ≥ 96%	2011: ≥ 96%		2012: ≥ 96%	2012: ≥ 96%	2012: ≥ 96%		2013: ≥ 98%	2013: ≥ 98%	2013: ≥ 98%		2014: 100%	2014: 100%	2014: 100%		4	2011: ≥ 96%	2011: ≥ 96%	2011: ≥ 96%		2012: ≥ 96%	2012: ≥ 96%	2012: ≥ 96%		2013: ≥ 98%	2013: ≥ 98%	2013: ≥ 98%		2014: 100%	2014: 100%	2014: 100%		5	2011: ≥ 96%	2011: ≥ 95%	2011: ≥ 94%		2012: ≥ 96%	2012: ≥ 96%	2012: ≥ 96%		2013: ≥ 98%	2013: ≥ 98%	2013: ≥ 98%		2014: 100%	2014: 100%	2014: 100%																							
GR	Reading	ELA	Math																																																																															
3	2011: ≥ 96%	2011: ≥ 96%	2011: ≥ 96%																																																																															
	2012: ≥ 96%	2012: ≥ 96%	2012: ≥ 96%																																																																															
	2013: ≥ 98%	2013: ≥ 98%	2013: ≥ 98%																																																																															
	2014: 100%	2014: 100%	2014: 100%																																																																															
4	2011: ≥ 96%	2011: ≥ 96%	2011: ≥ 96%																																																																															
	2012: ≥ 96%	2012: ≥ 96%	2012: ≥ 96%																																																																															
	2013: ≥ 98%	2013: ≥ 98%	2013: ≥ 98%																																																																															
	2014: 100%	2014: 100%	2014: 100%																																																																															
5	2011: ≥ 96%	2011: ≥ 95%	2011: ≥ 94%																																																																															
	2012: ≥ 96%	2012: ≥ 96%	2012: ≥ 96%																																																																															
	2013: ≥ 98%	2013: ≥ 98%	2013: ≥ 98%																																																																															
	2014: 100%	2014: 100%	2014: 100%																																																																															
I.1.b To close the achievement gap among different school populations (SWD, ED, Minority)	<p>Increase the percentage of students scoring at Level 2 and 3 on the CRCT. (Admin, IC, LT, Instructional Staff, PEC, EIP)</p> <ol style="list-style-type: none"> 1. Grade level and content area teachers and administrators study data to target bubble students and sub groups (Admin, LT) <ul style="list-style-type: none"> • Implement routine practice of research/review with all teaching staff in order to ensure “target teaching” strategies are continually updated for all students demonstrating weaknesses in reading/LA and math. • Establish a targeted instruction review day for staff to be held at the conclusion of the 1st Semester. Benchmark test results and classroom data will be reviewed. Target instruction strategies will be mapped for the 2nd Semester. (Admin, LT) • Examine and restructure reading groups based upon ability- 2. SST/RTI Task Force to meet monthly regarding protocols and monitoring of procedures (Ward, Carr) 3. RtI protocol established/monitored for at-risk students, Tiers 2, 3, 4 <ul style="list-style-type: none"> • Continue to utilize a central figure to oversee the RtI 	CRCT Subgroups READING (Based on System CIP)																																																																																
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th style="width: 5%;">G</th> <th style="width: 20%;">SWD</th> <th style="width: 20%;">AA</th> <th style="width: 20%;">SES</th> <th style="width: 35%;"></th> </tr> </thead> <tbody> <tr> <td rowspan="3" style="text-align: center;">3</td> <td>2012:91%</td> <td>2012:≥95%</td> <td>2012: ≥96%</td> <td></td> </tr> <tr> <td>2013:94%</td> <td>2013: ≥95%</td> <td>2013: ≥96%</td> <td></td> </tr> <tr> <td>2014:95%</td> <td>2014:≥95%</td> <td>2014:≥96%</td> <td></td> </tr> <tr> <td rowspan="3" style="text-align: center;">4</td> <td>2012:87%</td> <td>2012:93%</td> <td>2012:93%</td> <td></td> </tr> <tr> <td>2013:94%</td> <td>2013:95%</td> <td>2013:95%</td> <td></td> </tr> <tr> <td>2014: ≥94%</td> <td>2014:≥95%</td> <td>2014:≥95%</td> <td></td> </tr> <tr> <td rowspan="3" style="text-align: center;">5</td> <td>2012:93%</td> <td>2012:95%</td> <td>2012:≥96%</td> <td></td> </tr> <tr> <td>2013:95%</td> <td>2013:≥95%</td> <td>2013: ≥96%</td> <td></td> </tr> <tr> <td>2014:≥95%</td> <td>2014:≥95%</td> <td>2014:≥96%</td> <td></td> </tr> <tr> <td rowspan="3" style="text-align: center;">6</td> <td>2012:87%</td> <td>2012:93%</td> <td>2012:95%</td> <td></td> </tr> <tr> <td>2013:94%</td> <td>2013:95%</td> <td>2013: ≥95%</td> <td></td> </tr> <tr> <td>2014:95%</td> <td>2014:≥95%</td> <td>2014:≥95%</td> <td></td> </tr> <tr> <td rowspan="3" style="text-align: center;">7</td> <td>2012:87%</td> <td>2012:93%</td> <td>2012:95%</td> <td></td> </tr> <tr> <td>2013:94%</td> <td>2013:95%</td> <td>2013:≥95%</td> <td></td> </tr> <tr> <td>2014:95%</td> <td>2014:≥95%</td> <td>2014:≥95%</td> <td></td> </tr> <tr> <td rowspan="2" style="text-align: center;">8</td> <td>2012:93%</td> <td>2012:96%</td> <td>2012:96%</td> <td></td> </tr> <tr> <td>2013:95%</td> <td>2013:97%</td> <td>2013:97%</td> <td></td> </tr> </tbody> </table>				G	SWD	AA	SES		3	2012:91%	2012:≥95%	2012: ≥96%		2013:94%	2013: ≥95%	2013: ≥96%		2014:95%	2014:≥95%	2014:≥96%		4	2012:87%	2012:93%	2012:93%		2013:94%	2013:95%	2013:95%		2014: ≥94%	2014:≥95%	2014:≥95%		5	2012:93%	2012:95%	2012:≥96%		2013:95%	2013:≥95%	2013: ≥96%		2014:≥95%	2014:≥95%	2014:≥96%		6	2012:87%	2012:93%	2012:95%		2013:94%	2013:95%	2013: ≥95%		2014:95%	2014:≥95%	2014:≥95%		7	2012:87%	2012:93%	2012:95%		2013:94%	2013:95%	2013:≥95%		2014:95%	2014:≥95%	2014:≥95%		8	2012:93%	2012:96%	2012:96%		2013:95%	2013:97%	2013:97%	
G	SWD	AA	SES																																																																															
3	2012:91%	2012:≥95%	2012: ≥96%																																																																															
	2013:94%	2013: ≥95%	2013: ≥96%																																																																															
	2014:95%	2014:≥95%	2014:≥96%																																																																															
4	2012:87%	2012:93%	2012:93%																																																																															
	2013:94%	2013:95%	2013:95%																																																																															
	2014: ≥94%	2014:≥95%	2014:≥95%																																																																															
5	2012:93%	2012:95%	2012:≥96%																																																																															
	2013:95%	2013:≥95%	2013: ≥96%																																																																															
	2014:≥95%	2014:≥95%	2014:≥96%																																																																															
6	2012:87%	2012:93%	2012:95%																																																																															
	2013:94%	2013:95%	2013: ≥95%																																																																															
	2014:95%	2014:≥95%	2014:≥95%																																																																															
7	2012:87%	2012:93%	2012:95%																																																																															
	2013:94%	2013:95%	2013:≥95%																																																																															
	2014:95%	2014:≥95%	2014:≥95%																																																																															
8	2012:93%	2012:96%	2012:96%																																																																															
	2013:95%	2013:97%	2013:97%																																																																															



Performance Objective	Initiatives	Action Steps	Performance Targets				
		<p>documentation/implementation process. This person will report directly to the IC and administration of DFE. This person will monitor carefully the strategies implemented through Rtl via the Rtl teams/EIP program on Rtl Days to ensure that a variety of resources, strategies, and interventions are being utilized within the classroom. (Ward)</p> <ul style="list-style-type: none"> • Rtl Information meeting days per grade level which include EIP, all grade level teachers, PEC support personnel and designated administrative support personnel designed to focus on individual student progress and needed target teaching strategies based on data review and portfolio documentation. (Ward, Admin, Carr) <ol style="list-style-type: none"> 4. Implementation of Differentiation strategies through planning, instruction, and assessment. (Admin, Carr, LT, Instructional Staff) <ul style="list-style-type: none"> • Provide training to new faculty/staff members with strategies of the Learning Focused Schools and Assessment for Learning which address diverse teaching strategies and models for learning. (Admin, IC) 5. Implementation of technology in lesson delivery and learning activities in the classroom using an implementation rubric (Admin) 6. Use of quarterly benchmark assessments for all students (Admin, IC, LT, Instructional Staff, PEC, EIP) 7. Analysis of benchmark data using Data Director (Admin, Carr, Ward, LT, Instructional Staff, PEC, EIP) 8. District level team to meet with principals to review benchmark data and check CIP progress quarterly (Admin) 9. Maintain data room to monitor student progress (Admin, Ward, Carr, EIP, PEC) <ul style="list-style-type: none"> • Teachers will utilize the Data Room to visually monitor their assigned grade level students who are moving through the Pyramid of Interventions. These students will be targeted for discussion during grade level Rtl days so that suitable target teaching goals/strategies can be put in place. 10. Investigate and implement software programs to assist with targeted supplemental instruction (Chaney) 11. Decrease the overrepresentation of minority students in the MiID program (Admin, PEC) <ol style="list-style-type: none"> a. Implement EI (Early Intervention) literacy initiatives in grades K-2 b. Implement post-assessments and benchmarks for EI-identified students c. SLPs to provide language inclusion services in grades K-2 under the EI program d. Track and monitor data for an at-risk EI group of students in K-5 e. Monitor the effectiveness of the early intervention initiatives by the EI 	<table border="1" data-bbox="1346 172 1858 199"> <tr> <td></td> <td>2014:≥95%</td> <td>2014:≥97%</td> <td>2014:≥97%</td> </tr> </table> <p>Teachers will attend “Data Day” periodically to analyze student data and assess instructional effectiveness:</p> <ul style="list-style-type: none"> • During preplanning • On Rtl Information Days • After benchmarks each nine weeks • Prior to deficiency reports being issued • At the conclusion of the 1st semester <p>Teachers will attend “Data Day” , by grade level, to periodically analyze student data and assess instructional effectiveness:</p> <ul style="list-style-type: none"> • During preplanning • On Rtl Information Days • After benchmarks each nine weeks • Prior to deficiency reports being issued • At the conclusion of the 1st semester <p>All RTI meetings will be held in the data room to analyze student data and assess progress of tiered students.</p> <p>100% of Tier II / III students will be identified with interventions in place</p> <p>Investigation and implementation of DOMA software</p> <ul style="list-style-type: none"> • 90% of identified students will demonstrate grade level growth • 90 % of identified students will demonstrate growth on the CRCT 		2014:≥95%	2014:≥97%	2014:≥97%
	2014:≥95%	2014:≥97%	2014:≥97%				



Performance Objective	Initiatives	Action Steps	Performance Targets																							
		<p>Coordinator. f. Continue SLP consultative services to Headstart</p> <p>13. Use 20-day funds for implementation of after-school or Saturday School</p> <p>14. Educate parents of grade level expectations through parent orientation nights.</p> <p>15. Regularly communicate student progress with parents through means of signed papers, deficiency reports, email and phone communications, or parent-teacher conferences no less than bi-weekly. (Admin, LT, Instructional Staff)</p> <p>16. Communicate student progress with parents through means of commentaries designed to detail not only academic growth, but social/emotional advancements as well.</p> <p>17. Provide conferencing opportunities (2 in house per year for on-target students; 3 in house per year for students not meeting Expectations) for parents. Conferences will include all staff members engaged with the child's academic progress.</p> <p>18. Inform parents of upcoming classroom events, standards being addressed and important information through grade level newsletters.</p> <p>19. Post for public review/discussion student data on CRCT, GA Writing Exams, G-KAP, ITBS, CIP, BSC, and Benchmarks from 2004/2005 through present.</p> <p>20. Students will demonstrate an average score of 85% on AR comprehension exams grades 1-5</p> <p>21. BST to meet monthly to review school CIP and BSC targets</p>	<table border="1" data-bbox="1346 173 1906 646"> <thead> <tr> <th colspan="4" data-bbox="1346 173 1906 204">CRCT: African American Students</th> </tr> <tr> <th data-bbox="1346 204 1402 235">GR</th> <th data-bbox="1402 204 1570 235">Reading</th> <th data-bbox="1570 204 1738 235">ELA</th> <th data-bbox="1738 204 1906 235">Math</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 235 1402 354">3</td> <td data-bbox="1402 235 1570 354">2011: ≥ 96% 2012: ≥ 96% 2013: ≥ 98% 2014: 100%</td> <td data-bbox="1570 235 1738 354">2011: ≥ 92% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%</td> <td data-bbox="1738 235 1906 354">2011: ≥ 92% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%</td> </tr> <tr> <td data-bbox="1346 354 1402 472">4</td> <td data-bbox="1402 354 1570 472">2011: ≥ 96% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%</td> <td data-bbox="1570 354 1738 472">2011: ≥ 94% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%</td> <td data-bbox="1738 354 1906 472">2011: ≥ 92% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%</td> </tr> <tr> <td data-bbox="1346 472 1402 646">5</td> <td data-bbox="1402 472 1570 646">2009: 95.25% 2010: ≥ 86% 2011: ≥ 96% 2012: ≥ 96% 2013: ≥ 98% 2014: 100%</td> <td data-bbox="1570 472 1738 646">2009: 100.00% 2010: ≥ 78% 2011: ≥ 92% 2012: ≥ 96% 2013: ≥ 98% 2014: 100%</td> <td data-bbox="1738 472 1906 646">2009: 90.48% 2010: ≥ 70% 2011: ≥ 92% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%</td> </tr> </tbody> </table> <p data-bbox="1346 776 1976 841">100% of the teachers will publish a weekly newsletter and continue to update web pages.</p>				CRCT: African American Students				GR	Reading	ELA	Math	3	2011: ≥ 96% 2012: ≥ 96% 2013: ≥ 98% 2014: 100%	2011: ≥ 92% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%	2011: ≥ 92% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%	4	2011: ≥ 96% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%	2011: ≥ 94% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%	2011: ≥ 92% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%	5	2009: 95.25% 2010: ≥ 86% 2011: ≥ 96% 2012: ≥ 96% 2013: ≥ 98% 2014: 100%	2009: 100.00% 2010: ≥ 78% 2011: ≥ 92% 2012: ≥ 96% 2013: ≥ 98% 2014: 100%	2009: 90.48% 2010: ≥ 70% 2011: ≥ 92% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%
CRCT: African American Students																										
GR	Reading	ELA	Math																							
3	2011: ≥ 96% 2012: ≥ 96% 2013: ≥ 98% 2014: 100%	2011: ≥ 92% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%	2011: ≥ 92% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%																							
4	2011: ≥ 96% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%	2011: ≥ 94% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%	2011: ≥ 92% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%																							
5	2009: 95.25% 2010: ≥ 86% 2011: ≥ 96% 2012: ≥ 96% 2013: ≥ 98% 2014: 100%	2009: 100.00% 2010: ≥ 78% 2011: ≥ 92% 2012: ≥ 96% 2013: ≥ 98% 2014: 100%	2009: 90.48% 2010: ≥ 70% 2011: ≥ 92% 2012: ≥ 94% 2013: ≥ 98% 2014: 100%																							



Performance Objective	Initiatives	Action Steps	Performance Targets																
			<p>Teachers continuously monitor tiered students--periodically to effectively target student needs:</p> <ul style="list-style-type: none"> • During preplanning • On Rtl Information Days <table border="1" data-bbox="1346 337 2018 638"> <thead> <tr> <th colspan="4" data-bbox="1346 337 2018 370">CRCT: PEC Students</th> </tr> <tr> <th data-bbox="1346 370 1409 402">GR</th> <th data-bbox="1409 370 1619 402">Reading</th> <th data-bbox="1619 370 1818 402">ELA</th> <th data-bbox="1818 370 2018 402">Math</th> </tr> </thead> <tbody> <tr> <td data-bbox="1346 402 1409 521">3</td> <td data-bbox="1409 402 1619 521">2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%</td> <td data-bbox="1619 402 1818 521">2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%</td> <td data-bbox="1818 402 2018 521">2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%</td> </tr> <tr> <td data-bbox="1346 521 1409 638">4</td> <td data-bbox="1409 521 1619 638">2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%</td> <td data-bbox="1619 521 1818 638">2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%</td> <td data-bbox="1818 521 2018 638">2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • After benchmarks each nine weeks • At the conclusion of the 1st semester <p>Teachers utilizing Animated Literacy will administer the program assessments, as scheduled, and report data to Mrs. Carr who will compile the information for students needing more targeted instruction.</p>	CRCT: PEC Students				GR	Reading	ELA	Math	3	2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%	2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%	2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%	4	2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%	2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%	2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%
CRCT: PEC Students																			
GR	Reading	ELA	Math																
3	2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%	2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%	2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%																
4	2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%	2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%	2011: \geq 94% 2012: \geq 96% 2013: \geq 98% 2014: 100%																



Performance Objective	Initiatives	Action Steps	Performance Targets			
			5	2011: ≥ 94% 2012: ≥ 96% 2013: ≥ 98% 2014: 100%	2011: ≥ 94% 2012: ≥ 96% 2013: ≥ 98% 2014: 100%	2011: ≥ 94% 2012: ≥ 96% 2013: ≥ 98% 2014: 100%
Objective I.2: <i>Student Success through effective instructional programs</i>	I.2.A: To focus instructional attention on CCGPS and best practices within standards-based classrooms	<p>1. Maintain utilization of classroom walkthrough <i>Class Keys</i> observation instrument (Admin)</p> <ul style="list-style-type: none"> • Administrators & instructional coaches participate in the training of the consistent use of the instrument: (Admin, Carr) <ul style="list-style-type: none"> ○ Learning goals aligned with CCGPS and communicated by the instructor ○ Content specific vocabulary is developed in context ○ 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 grouping strategies ○ The use of technology is integrated effectively into instruction ○ Students effectively use 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 CCGPS standard(s) and elements or QCC content standards <p>2. Implement differentiated instructional strategies in all classrooms (Admin, Carr)</p> <ul style="list-style-type: none"> • "Power" standards taught 2-3 different ways • "Power" standards assessed in 2-3 different ways Provide opportunities for differentiated instruction for all students which appreciates their 	<p>Teachers will receive a minimum of 2 walk-throughs per semester (admin or IC walk through)</p> <p>Teachers will implement a minimum of 1 differentiated lesson per week.</p> <p>Teachers will implement and document flexible grouping strategies based on data- 1 per week</p> <p>All teachers will construct formative assessments during grade level meetings.</p> <ul style="list-style-type: none"> • Strategies will be researched based • Strategies will be listed in lesson plans • Teachers will use the data derived from Formative assessment strategies to revise instruction 			



Performance Objective	Initiatives	Action Steps	Performance Targets
		<p>diversity and which engages them to explore higher-order thinking skills by means of ;</p> <ol style="list-style-type: none"> a) Collaboration b) Differentiated lessons for reading based on students’ needs c) Target teaching d) After-school tutoring e) Saturday school tutoring f) EIP “off-roll” assistance g) Team teaching opportunities h) Math manipulatives for in-class use i) Hands-on science units (3-5) j) Software and OAS designed for CRCT preparation k) Graphic organizers l) On-line curriculum maps/lesson plans posted for parents m) Alternative assessments n) Cooperative learning opportunities o) Implementation of CCGPS units across all grade levels p) Assessment For Learning strategies K-5 q) Learning Focused Strategies K-5 r) Animated Literacy (K, 1 & 2) s) Counseling guidance with test taking strategies t) Provide all first year teachers a mentor/support person u) Routinely review Blooms’ Taxonomy during RtI days to engage teachers in becoming more skilled in questioning techniques and presentation methods v) Addition of a Intervention and Acceleration time for targeted instruction <p>3. Use Data Director to analyze student data to adjust instruction (Admin, Carr)</p> <ul style="list-style-type: none"> • Use the county-designed data analysis framework to support “Data Day” during preplanning to identify patterns, trends, and gaps • Establish grade level common formative assessments (in Reading and Math) that can be analyzed to further adjust instructional practices <p>5. Maximize instructional time through effective and creative planning (Admin, Carr, LT)</p> <ul style="list-style-type: none"> • Establish full class inclusion reading instruction in all classrooms utilizing Learning Focused and standards based instruction. Each classroom will utilize leveled groups— independent, fluent, emergent-- to ensure that students’ specific needs are targeted in grade K-5. 	<p>Teachers will document a minimum of 5 strategies involving differentiated instructional strategies</p> <ul style="list-style-type: none"> • Strategies will be discussed and documented during grade level meetings <p>All grade levels will construct common assessments utilizing data director</p> <ul style="list-style-type: none"> • Data from assessments will be discuss during grade level meetings • Plans of remediation, differentiation and acceleration will be discussed <p>Training will be provided through Carol Hartley focusing on reading groups</p> <ul style="list-style-type: none"> • Differentiated strategies utilized • Flexible grouping strategies utilized • Class Keys objectives based on sup-groups and DI /



Performance Objective	Initiatives	Action Steps	Performance Targets
		<ul style="list-style-type: none"> • Maintain the master schedule to accommodate the daily grade level common planning period so that teachers are able to collaborate and establish common targets. • Provide each grade level a daily common planning period through the use of instructional paraprofessionals within a 'fine arts' program schedule. • Establish an Intervention/Acceleration (IA) period in grades 1-5 to address individual student targeted areas of need as based upon benchmark results and classroom performance. Additional instructional support provided by EIP/PEC/ and Fine Arts staff. Student groups remain fluid as individual needs are determined weekly. • Utilize a 90 minute math instructional block which includes a 30 minute activating period, a 30 minute engaging period, and a 30 minute extending period. • Continue math journaling in grades 1-5; focus on subject matter vocabulary and conceptual understanding. • Promote active involvement of students in the learning process by including more opportunities for them to explore application of higher-order thinking skills (use Blooms' Guide to Questioning in GA CRCT study guide). • Promote active involvement of students in the learning process by engaging with more hands-on learning opportunities (science units/kits, math manipulatives through Harcourt series, Animated Literacy in grades K,1,& 2) <ul style="list-style-type: none"> • KINDERGARTEN: Through the use of the Curriculum Resources, Animated Literacy lessons, Target Teaching Strategies, manipulatives /hands-on resources and supportive basal resources kindergarten students will; <ul style="list-style-type: none"> a) recognize all letters of the alphabet b) recognize 100% of consonant sounds and 100% short vowel sounds c) draw a picture and write a describing sentence using phonetically spelled words per GKIDS criteria d) master the first 64 sight words e) count objects up to 30 f) recognize/write numerals through 20 to label sets 	<p>Learning focused strategies</p> <p>All grade levels will implement a IA period each day</p> <ul style="list-style-type: none"> • Grade levels may opt for DEAR time • Conversations during grade level meetings about the collection of data <p>A team of teachers will be trained and implement various labs / strategies based on science workshops</p> <p>Teachers will collaboratively create one common Reading and one common Math assessments (per month) that will be given and data recorded in Data Director for analysis</p> <p>Teachers will review common assessment data each month and make needed adjustments to the work station instruction as the data indicates.</p> <p>Teachers will meet with their grade level one day each week for weekly planning. Teachers will include specifics for the Intervention/Acceleration plans in their lesson plans. They should specify the CCGPS Standards that will be addressed in each group and which children are included within each group.</p> <p>Teachers will have at least one math journal entry per student each week unless a child is receiving support services during math journaling time.</p> <p>Kindergarten teachers will assess their students individually and document student progress at least two times each nine weeks on:</p> <ul style="list-style-type: none"> • Alphabet recognition • Consonant sounds • Vowel sounds • Sight word recognition (first 64 words) • Counting to 30 (orally) • Recognizing and writing numerals through 20 <p>All four writing samples will be filed in writing folder</p>



Performance Objective	Initiatives	Action Steps	Performance Targets
		<ul style="list-style-type: none"> • FIRST GRADE: Through the use of the Curriculum Resources, Animated Literacy lessons, Target Teaching Strategies, manipulatives/hands-on resources and supportive basal resources all first grade students will; <ul style="list-style-type: none"> a) 92% of all first grade students will meet or exceed on the reading instructional assessment. b) 87% of all first grade students will meet or exceed on the ELA instructional assessment c) 88% of all first grade students will meet or exceed on the Math instructional assessment d) demonstrate a score of 100% on the recognition of the first 130 high frequency words e) produce quarterly writing samples with correct subject/verb agreement as noted on the curriculum maps f) Master 100% of addition and subtraction facts to 20 • SECOND GRADE: Through the use of the Curriculum Resources, Animated Literacy lessons, Target Teaching Strategies, manipulatives/hands-on resources and supportive basal resources all second grade students will; <ul style="list-style-type: none"> a) 92% of all second grade students will meet or exceed on the reading instructional assessment. b) 87% of all second grade students will meet or exceed on the ELA instructional assessment c) 89% of all second grade students will meet or exceed on the Math instructional assessment d) demonstrate a score of 100% on the recognition of pre-primer, primer, first, second grade, and third grade high frequency words. e) produce quarterly writing samples as noted on the curriculum maps f) Fluently add and subtract within 20 	<p>First Grade teachers will assess their students individually and document student progress each nine weeks on the first 130 high frequency word list.</p> <p>First Grade teachers will administer fact tests at the end of each nine weeks and document student progress on mastering addition and subtraction facts.</p> <p>Second Grade teachers will maintain an Excel spreadsheet on which they record each student's benchmark scores in reading, language, and math. At the end of the year, they will average the scores.</p> <p>Second Grade teachers will assess their students individually and document student progress at least two times each nine weeks on the pre-primer, primer, first and second grade</p> <p>Second Grade teachers will administer addition and subtraction facts tests at the end of each nine weeks and document student progress on mastering their facts.</p>



Performance Objective	Initiatives	Action Steps	Performance Targets
		<ul style="list-style-type: none"> • THIRD GRADE: Through the use of Curriculum Resources, Target Teaching Strategies, manipulatives/hands-on resources and supportive basal resources all third grade students will; <ul style="list-style-type: none"> a) 97% of third grade students will meet or exceed in reading on the CRCT b) 95% of third grade students will meet or exceed in ELA on the CRCT c) 88% of third grade students will meet or exceed in Math on the CRCT d) 92% of third grade students will meet or exceed in Science on the CRCT e) produce quarterly writing samples graded with a rubric as noted on the curriculum maps f) master 100% of the 100 multiplication facts g) Students will show a year's growth on the STAR test. • FOURTH GRADE: Through the use of the Curriculum Resource Notebooks, Target Teaching Strategies, manipulatives/hands-on resources and supportive basal resources all fourth grade students will; <ul style="list-style-type: none"> a. produce quarterly writing samples as noted on the curriculum maps b. Fluently multiply and divide within 100 c. 95% of fourth grade students will meet or exceed in reading on the CRCT d. 95% of fourth grade students will meet or exceed in ELA on the CRCT e. 88% of fourth grade students will meet or exceed in Math on the CRCT f. 92% of fourth grade students will meet or exceed in Science on the CRCT g. Students will show a year's growth on the STAR test. • FIFTH GRADE: Through the use of the Curriculum Resource Notebooks, Target Teaching Strategies, manipulatives/hands-on resources and supportive basal resources all fifth grade students will <ul style="list-style-type: none"> a) 95% of fifth grade students will meet or exceed in reading on the CRCT b) 95% of fifth grade students will meet or exceed in ELA on the CRCT 	<p>Third Grade teachers will administer multiplication facts tests at the end of each nine weeks and document student progress on mastering their multiplication facts.</p> <p>Fourth Grade teachers will maintain an Excel spreadsheet on which they record each student's benchmark scores in reading, language, and math. At the end of the year, they will average the scores.</p> <p>Fourth Grade teachers will monitor and document student progress in reaching their goal of 25 appropriate books.</p> <p>Fourth Grade teachers will administer timed facts tests in each math process (addition, subtraction, multiplication, and division) and document student progress on mastering their facts.</p> <p>Fifth Grade teachers will maintain an Excel spreadsheet on which they record each student's benchmark scores in reading, language, and math. At the end of the year, they will average the scores.</p> <p>Fifth Grade teachers will administer timed facts tests in each</p>



Performance Objective	Initiatives	Action Steps	Performance Targets
		<p>c) 88% of fifth grade students will meet or exceed in Math on the CRCT d) 92% of fifth grade students will meet or exceed in Science on the CRCT e) Fluently multiply and divide within 100. f) Produce quarterly writing samples as noted on the curriculum maps g) Writing: 90% of the fifth grade students will score in the 'Meets' or 'Exceeds' level on the fifth grade state mandated writing exam</p> <ul style="list-style-type: none"> • EIP: Through the use of the Curriculum Resource Notebooks, Animated Literacy lessons, Target Teaching Strategies, manipulatives/hands-on resources, Tier II strategies, Recipe for Reading, Dibels, Touch Math, Education City, OAS, Head Sprout, DOMA Math, and supportive basal resources EIP students will; <ul style="list-style-type: none"> a) Kindergarten level--master 85% of the first 64 sight words b) Kindergarten level--demonstrate 85% mastery of 26 phonetic sounds (short vowels/consonants) c) Second Grade level--master 85% of the 180 sight words d) Second Grade level—master 80% of addition and subtraction facts e) Third Grade level--master 90% of the 220 sight words f) Third Grade level--master 80% of the 100 basic math facts (addition/subtraction/multiplication) g) Fourth Grade level--master 80% of the 100 basic math facts (multiplication/division) h) Fifth Grade level--master 80% of the 100 basic math facts (multiplication/division) • PEC: Through the use of the Curriculum Resource Notebooks, Animated Literacy lessons, Target Teaching Strategies, manipulatives/hands-on resources and supportive basal resources PEC students will; <ul style="list-style-type: none"> a) write a minimum of five sentences on a given topic in grades 3-5 b) write a complete sentence about a given topic in grades 1-2 c) read the entire Dolch Sigh Word list in order to strengthen 	<p>math process (addition, subtraction, multiplication, and division) and document student progress on mastering their facts.</p> <p>Fifth Grade teachers will have students produce quarterly writing samples and conference with students to discuss methods of improving their writing. They will maintain documentation of these conferences.</p> <p>Kindergarten EIP will assess their students individually each nine weeks to document progress on their mastery of sight words and phonetic sounds.</p> <p>First Grade EIP will assess their students individually each nine weeks to document progress on their mastery of the first 130 sight words and addition facts.</p> <p>Second Grade EIP will assess their students individually each nine weeks to document their progress on their mastery of the first 180 words and addition and subtraction facts.</p> <p>Third Grade EIP will assess their students individually each nine weeks to document their progress on their mastery of the 220 sight words and the addition, subtraction, and multiplication facts.</p> <p>Fourth and Fifth Grade EIP will assess their students each nine weeks to document their progress on mastering multiplication and division facts.</p> <p>PEC teachers (K) will maintain documentation of student progress toward mastering:</p> <ul style="list-style-type: none"> • Writing their name appropriately • Recognizing all upper and lowercase letters • Matching corresponding sounds to all consonants



Performance Objective	Initiatives	Action Steps	Performance Targets
		<p>fluency/comprehension in grades 3-5</p> <p>d) complete 25 written addition/subtraction facts in 15 minutes with 75% accuracy in grades 1-2</p> <p>e) score a minimum of 90% on 100 written addition/subtraction facts in 15 minutes in grades 3-5</p> <p>f) recognize all uppercase and lower case letters (kindergarten)</p> <p>g) match corresponding sounds to all consonants and short vowels (kindergarten)</p> <p>h) recognize numbers 0-10 (80% of kindergarten)</p> <p>i) write their first name with appropriate sizing and spacing (70% of kindergarten)</p> <p>j) complete addition/subtraction facts 1-10 with 70% accuracy (80% of first grade)</p> <p>k) produce a quarterly writing sample which meets the standards set by grade level CCGPS objectives (grammatically correct)</p> <ul style="list-style-type: none"> • Gifted Program: Through the use of differentiated Instructional practices, gifted students will: <ul style="list-style-type: none"> a) demonstrate a minimum score of 80% on the combined scores of the reading benchmark post exams b) demonstrate a minimum score of 80% on the combined scores of the math benchmark post exams c) 85% of all gifted students in grades 1-5 will maintain a reading comprehension average of at least 82% in the Accelerated Reader Program. d) 65% of gifted students in grade 5 will score in Level 3 of the Georgia Writing Test • Art and Music Program: <ul style="list-style-type: none"> a) Incorporate grade level curriculum maps into art and music programs to enhance academic foundations through a variety of sensory opportunities b) Incorporate RtI and Learning Focused strategies within the art program c) The DFE Chorus will publicly perform a minimum of 3 times during 	<p>and short vowels</p> <p>PEC teachers (grades 1-2) will maintain documentation of student progress toward mastering:</p> <ul style="list-style-type: none"> • Writing a complete sentence about a topic • Completing addition and subtraction facts • Identifying Dolch sight words <p>PEC teachers (grades 3-5) will maintain documentation of student progress toward mastering:</p> <ul style="list-style-type: none"> • Writing a complete paragraph about a topic • Completing addition and subtraction facts • Reading the entire Dolch sight words list <div data-bbox="1444 902 1923 1055" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;">Georgia Writing Test—Grade 5</p> <p style="text-align: center;">Gifted students scoring at Level 3:</p> <p style="text-align: center;">2012: \geq 65%</p> <p style="text-align: center;">2013: \geq 70%</p> <p style="text-align: center;">2014: \geq 75%</p> </div>



Performance Objective	Initiatives	Action Steps	Performance Targets
		<p>the school year</p> <p>d) Students' art work will be publicly displayed at least once per 9 weeks</p> <ul style="list-style-type: none"> • Technology/Computer Lab: <ul style="list-style-type: none"> a) Engage students with a variety of stimulating software which complements CCGPS standards and enhances/enriches opportunities for practice b) Introduce students to the basic functions and use of hardware; input/output devices, storage devices, and common software use c) Provide examples of practical application of common daily use of technology d) Provide instruction through the Word/Excel program grades 3-5 • Media Center: <ul style="list-style-type: none"> a) Showcase the AR and reading programs and provide incentives for motivation; AR Award days, Pizza Book-It, Reading Bowl, & Moonlight Madness b) Support faculty with the use of United Streaming, Movie Maker, digital camera use, and scanners 	<p>100% of the student population will be introduced to basic computing based on ISTE platform</p> <p>80% of all students will meet the current grade level's AR goal</p>
	I.2.b. To increase the graduation rate and decrease the drop-out rate	<ol style="list-style-type: none"> 1. Implement a "Class of..." Campaign in Grades K-5 2. Increase communication and collaboration among the feeder schools (Transition Plans) 3. Provide Guidance Counselor support (Downey) <ul style="list-style-type: none"> • Provide class support by leading discussions for test-taking skills, study skills • Provide classroom guidance targeted to improve scores on subsequent testing for 1-5 students who score below 70% on reading benchmark exams. • Counselor will initiate group support for Level 1 students in grades 3-5 through bi-weekly meetings • Counselor will initiate a adult mentor program for Level 1 students and for those with targeted needs 	<p>100% Retained students in grades 3-5 through bi-monthly meetings</p> <p>100% of identified "at-risk" students will participate in a mentor program</p>
	I.2.c. To provide equity in	<ol style="list-style-type: none"> 1. Utilize instructional coaches at all levels to assist with the improvement of instruction (Admin, Carr) 2. Utilize the Inclusion Model at all grade levels (Admin, PEC) 	<p>IC will conduct walk-throughs with conferences, focusing on a grade level at a time. 2 grade levels per month</p>



Performance Objective	Initiatives	Action Steps	Performance Targets
	programs and opportunities	3. Provide opportunities for all students to engage in curricular and extracurricular activities (Admin) 4. Maintain 100% high-quality and effective instructional staff (Title II and SE) 5. Provide student handbooks to all students 6. Determine improved methods for inclusion 7. Use assistive technology to enhance student performance in co-taught classrooms 8. Support teachers attaining ESOL endorsement 9. Support teachers attaining Gifted certification 10. Carefully monitor all referrals for PEC Testing <ul style="list-style-type: none"> a. All referrals for PEC testing will be reviewed by the PEC Lead Teacher b. The PEC Lead Teacher will review all referrals for African American students from SST. 	Develop and send a team of teachers to ESOL training Solicit teachers for gifted certification Monitor and adjust tiered students as needed based on data

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	1. Continue a local school wellness policy that is in compliance with Federal guidelines as well as consistent with the current dietary guidelines for Americans as recommended by the Center for Disease Control 2. Improve and sustain school average health inspection ratings 3. Offer students vended refreshments which comply with new Federal Guidelines for health and wellness <ul style="list-style-type: none"> • Ice cream; remove all cream products which do not comply with new guidelines; sell 'Italian Ice', low fat ice cream, yogurt, etc. (Snack machines were removed during the 05/06 school term) [Admin] 	



Performance Objective	Initiatives	Action Steps	Performance Targets					
	II.1.b To improve access to and the reliability of hardware, software, and technology networking.	<ol style="list-style-type: none"> 1. Purchase or requisition updated classroom technology based on the system technology plan, to ensure that all students and staff members have regular and ready access to instructional technology 2. Improve response time 3. Place only equipment which supports our Technology Plan within the classroom/administrative environments <ul style="list-style-type: none"> • Place responsibility for purchasing technology in the hands of the media specialist • Place responsibility of maintaining all technological aspects of the school program in the hands of the school media specialist and the technician assigned to our site • Continue to wire classrooms and install ceiling mounted projectors for instructional purposes • Continue to install SMARTBoards in classrooms for instructional purposes <p>[Media, Admin]</p>	<p>Wireless Access</p> <ul style="list-style-type: none"> • FY2012:90% of instructional areas with wireless access • FY2013:95% of instructional areas with wireless access • FY2014: 100% of instructional areas with wireless access <table border="1" data-bbox="1360 479 1980 643"> <tr> <td>Projectors/SMARTBoards</td> </tr> <tr> <td>FY 2012: All homerooms complete</td> </tr> <tr> <td>FY2013: 25% resource rooms complete</td> </tr> <tr> <td>FY2014: 50% resource rooms complete</td> </tr> <tr> <td>FY 2015: All resource rooms complete</td> </tr> </table>	Projectors/SMARTBoards	FY 2012: All homerooms complete	FY2013: 25% resource rooms complete	FY2014: 50% resource rooms complete	FY 2015: All resource rooms complete
Projectors/SMARTBoards								
FY 2012: All homerooms complete								
FY2013: 25% resource rooms complete								
FY2014: 50% resource rooms complete								
FY 2015: All resource rooms complete								
	II.1.c. To improve preventative/ ground maintenance, custodial services at the school facilities.	<ol style="list-style-type: none"> 1. Maintain a school maintenance plan 2. Order materials from the central warehouse rather than individual service vendors to control cost 3. Schedule custodial staff to maximize impact on overall school environment (split days/staggered reporting times) 4. Communicate with maintenance department a prioritized list of areas in need of painting and repair 5. Communicate with maintenance department a prioritized list of items in need of upgrade 6. Enroll custodians in all training sessions provided by the county 	<p>Cleanliness Scores will improve during walk-throughs Use of software program for maintenance direct will improve 100%</p> <p>Minimum Cleanliness Standards Met</p> <ul style="list-style-type: none"> • FY2012:100% • FY2013:100% • FY2014:100% 					
	II.1.d. To plan for and construct schools, classrooms, and facilities	<ol style="list-style-type: none"> 1. Provide maintenance adequate information regarding student population growth for the purpose of providing additional classroom space in the form of portable classrooms 2. Refurbish playgrounds based on school's needs 	<p>Implement monthly playground checks for safety. Repair equipment as needed</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"> 1. Submit personnel evaluations on time (comments for non-renewals) 2. Monitor the school's equity plan addressing experience and highly-qualified staff at the school level 3. Analyze PDEExpress data to determine possible needs in critical field areas due to retirements 4. Poll current faculty in January as to their intentions to return, desire 						

Performance Objective	Initiatives	Action Steps	Performance Targets
		<p>to transfer, and / or wish to change grade level assignments.</p> <ol style="list-style-type: none"> 5. Analyze data to determine estimated grade level student population for upcoming school year 6. Provide all new hires with a mentor and/or support person 7. Provide funding for substitute teachers to cover classes for the mentors to have release time to meet with their mentees 8. Conduct 'Walk-Throughs' with administrative team to provide coaching for continued growth/support 9. Provide opportunities for the Instructional Coach to work in a one on one situation with new hires [Admin, BST, LTs] 	
	<p>II.2.b To provide a safe and efficient transportation program for the staff and students of Jones County.</p>	<ol style="list-style-type: none"> 1. Support the transportation dept. plan 2. Provide Safety Training for students 3. Monitor bus discipline referrals 4. Include the bus regulation / rules in the Student Handbook 5. Include bus behavior within the RTI Behavior Pyramid intervention strategies 6. Board / Unload buses as quickly as possible to aid the drivers in their attempt to meet deadlines and to ensure student comfort 	<p>20% of students will participate in the bus safety contest.</p> <p>Chronic disciplinary problems will be assigned to ABE and placed on the pyramid.</p>
<p>Objective II.3: <i>Effective Financial Processes</i></p>	<p>II.3.a To ensure smoother, efficient, and effective system budget, financial, and employee compensation.</p>	<ol style="list-style-type: none"> 1. Provide budget reports as requested 2. Conduct yearly audits of school financial accounts 	
<p>Objective II.4: <i>Continuous Improvement Processes</i></p>	<p>II.4.a: To provide a process of continuous improvement of all system and school processes and performance.</p>	<ol style="list-style-type: none"> 1. School BSTs to review CIPs/BSCs that align with district plan 2. Implement all school CIP initiatives to achieve AYP status for all schools <ol style="list-style-type: none"> a. Review district vision/mission/beliefs in all schools b. Post revised vision/mission/beliefs as needed 4. BSTs to meet monthly to review school CIP and BSC targets. 5. Attend monthly CCT meetings to discuss BST strategies and benchmarks 6. Provide for articulation and alignment between and among all levels within the school 7. Participate in annual Board of Ed. Work Session for the purpose of reporting CIP and BSC progress 8. Attend required meetings: Principals, APs, Instructional Coaches, Media Specialists, Gifted Instructors 9. Participate in required meetings with BOE (BSTs and principals) for the purpose of reporting CIP and BSC progress 	<p>100% of the faculty will be surveyed for the purposes of revising the school's mission / vision</p> <p>100% of the CCT meetings will be attended by a DFE faculty's leadership team</p> <p>100% of the admin meetings will be attended</p>



Performance Objective	Initiatives	Action Steps	Performance Targets
		10. Maintain SACS/CASI annual reports	



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 Implement Standards Based Classroom Training district wide.</p>	<ol style="list-style-type: none"> 1. Implement classroom walkthrough observation instrument (<i>Jones County prioritized GAPSS Analysis Classroom Observation Instrument</i>) <ul style="list-style-type: none"> ○ Learning goals aligned with CCGPS and communicated by the instructor ○ Content specific vocabulary is developed in context ○ 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 grouping strategies ○ The use of technology is integrated effectively into instruction ○ Students effectively use 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 CCGPS standard(s) 2. Provide professional learning to all staff members related to effective teaching practices and research-based educational trends: <ol style="list-style-type: none"> a. CCGPS Training b. Differentiated Instruction c. Assessment for Learning d. Curriculum Integration 	<p>Walkthroughs</p> <ul style="list-style-type: none"> ● 100% of the teachers will be observed on a monthly basis <p>Professional Learning</p> <ul style="list-style-type: none"> ● 100% of the faculty will be registered on PD360
	<p>III.1.b Support increased academic achievement of students with disabilities</p>	<ol style="list-style-type: none"> 1. Continue to support inclusion (co-teaching) at all grade levels <ul style="list-style-type: none"> ● Identify exemplary co-teaching teams to aid with training ● Support new technology initiatives in co-taught classrooms (ARRA) 2. Support the training of non-core content teachers and paraprofessionals on meeting the needs of students with disabilities <ul style="list-style-type: none"> ● Conduct needs assessment to determine training 3. Support the training of GAA process 4. Train and support the use of assistive technology as appropriate 5. Provide training/courses in Inclusion and Collaborative Teaching Models 6. Provide training in Early Intervention Strategies and Collaboration 7. Provide teachers training on Behavior Intervention Plans to better enable them to make distinctions between low academics and problematic behaviors [RTI, PEC, Admin] 	<p>GAA Trained: 100% ASPIRE trained: 100%</p> <p>10% of the faculty will participate in EI strategies and collaboration training</p>



Performance Objective	Initiatives	Action Steps	Performance Targets
			100% of certified teachers trained in ABE
	III.1.c Provide instructional technology training to all staff	<ol style="list-style-type: none"> 1. Participate in instructional technology training <ul style="list-style-type: none"> • Teacher Web pages • Film production 2. Participate in training of student information system <ul style="list-style-type: none"> • Attendance • FTE • Student Records 3. Participate in SIS clerk meetings 4. Participate in training of effective use of software, including but not limited to: <ul style="list-style-type: none"> • GRASP • Data Director • SEMSTracker • McAleer • Accelerated Math • Moodle 5. Participate in training of the use of PExpress 6. Participate in training of the effective use of Infinite Campus <ul style="list-style-type: none"> • School administrative staff • Instructional Coach • School counselors • Teachers (attendance) • Media Specialists 7. Participate in training of the implementation of elementary technology standards 8. Train and monitor effective use of classroom technology <ul style="list-style-type: none"> • SMARTBoards • Computer applications • Student response systems • Assistive Technology 	<p>Student Information System</p> <ul style="list-style-type: none"> • SIS clerk will attend all meetings • FTE will be completed by deadline <p>Software</p> <ul style="list-style-type: none"> • 100 % of teachers trained in Data Director • 80% of teachers proficient in GRASP <p>100% of all homeroom teachers will participate in Common Core training</p> <p>Student Response Systems</p> <ul style="list-style-type: none"> • One person per grade will participate in the training for the student response system
	III.1.d Support continuous improvement training	<ol style="list-style-type: none"> 1. Participate in administrator book study – Iceberg is Melting 2. Support instructional coach book study Topic TBD 3. Attend instructional/graduation coach meetings/training 	



Performance Objective	Initiatives	Action Steps	Performance Targets
		<ol style="list-style-type: none"> 4. Attend media specialists' meetings/training 5. Continue quarterly elementary school to middle school transition team meetings/training 8. Develop a comprehensive professional learning plan and align funding sources. This plan will include: <ol style="list-style-type: none"> a. ASPIRE training for PEC b. GIFTED certification c. Leadership Coaching d. GASE for HiQ e. Learning-Focused Schools f. RTI/SST Training g. SEMS Tracker training h. GAA Training i. Induction Training for new teachers j. ESOL Training k. TSS Training l. Professional Learning Communities m. Leadership Development n. SMART Training o. PD Express Training p. Data Director Training q. McAleer Training r. Infinite Campus Training s. Science Fair Training t. Film Festival Orientation 	
	III.1.e Support individual school professional development	<ol style="list-style-type: none"> 1. Provide guidance for professional learning with alignment of CIPs and county and school budgets 2. Analyze yearly needs assessment for professional learning . 3. Provide for collaborative planning time within and across grade levels 	<p>100% of the faculty will be involved in professional learning</p> <p>Teachers will have a minimum of 1 planning day for professional development and resources</p>
	III.1.f Ensure efficient and effective support services by training non-certified staff	<ol style="list-style-type: none"> 1. Attend the Local School Accountant (LSA) training 2. Attend the Student Information System clerk training 3. Participate in a comprehensive custodial training program 4. Participate in a comprehensive secretarial training program 5. Revise custodian classroom survey 	



Performance Objective	Initiatives	Action Steps	Performance Targets
	III.1.g Provide training to support Math CCGPS	<ol style="list-style-type: none"> 1. Attend training and support for Common Core Math 2. Attend training and support for Exemplars 3. Model standards-based best practices in mathematics instruction 	100% of the certificated teachers will participate in the CC webinars
	III.2.a To align Professional Learning to School Improvement Goals and Policy Requirements support.	<ol style="list-style-type: none"> 1. Measure staff perception of professional learning program 2. Align professional learning improvement initiatives based on walk-throughs 3. Utilize PD360 	100% of the faculty will register on PD360 All grade levels will submit topics for the IC to construct courses



Strategic Objective IV: Stakeholder Engagement and 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 system and school safety plans <ul style="list-style-type: none"> • Participate in a mock system disaster drill during pre-planning • Assess the school's CPR certified staff needs • Provide CPR training based on needs • All new faculty / staff and returning faculty / staff trained on safety play • Ensure that all staff have access to emergency flip chart and safety plan • Update "mobile office" for use during a school emergency and / or evacuation • Collect email addresses / cell phone numbers from parents to be used for notification purposes by teachers and office personnel • Maintain a monthly newsletter to enhance communication and sense of community among all staff members, school council and parents • Provide all employees with a working walkie-talkie • Require that all students and faculty/staff members wear photo ID tags • Provide staff/faculty with exterior door keys to ensure that all outside doorways may remained locked during the school day • Ensure that all classrooms are equipped with a working intercom system and call back system • Allow teachers and students to keep cell phones in their classrooms with the understanding that use will be limited to emergency only. • Any teacher/staff member who has contact with children with life-threatening conditions will be trained to provide aid (epi-pens, inhalers, insulin, seizures, etc.) • At least five staff/faculty members will hold current CPR certification [Admin, Custodial Staff] 2. Review discipline protocols for K-5 3. Review bullying protocol <ul style="list-style-type: none"> • Counselor will utilize character education to address the issue of bullying with the students. 4. Expand the use of crisis communication system 	<p>CPR Certification</p> <ul style="list-style-type: none"> • FY2012:50% of staff at each school CPR Certified • FY2013:75% of staff at each school CPR Certified • FY2014:85% of staff at each school CPR Certified <p>Safety Trainings with Prosser / GEMA</p> <ul style="list-style-type: none"> • FY2012:100 % meetings attended by school safety representative • FY2012:100% GAINS Reporting • FY2012: Minimum of 9 fire drills scheduled <p>FY2012:Safe Schools Interagency Teams Maintained</p>



Performance Objective	Initiatives	Action Steps	Performance Targets
Objective IV.2: <i>Students, staff, parents, and community will be satisfied and involved with the direction of the schools and system.</i>	IV.2.a To improve system personnel perception of Central Office support and communication with the schools.	<ol style="list-style-type: none"> 1. Examine results of system/school employee survey conducted in May 2. Delegate 2 representatives to the Teacher Advisory Council; participate in meetings 3. Improve dissemination of Central Office Communication to staff members 4. Distribute minutes from administrative meetings/CCT to BSTs 5. Report benchmark results to school stakeholders 6. Update CIP Link on school's webpage 	Stakeholder Perception of School Quality / Communication <ul style="list-style-type: none"> • FY2012: 90% satisfactory • FY 2012: 90% satisfactory •
	IV.2.b To increase staff, parent, student, and community perceptions of school quality.	<ol style="list-style-type: none"> 1. Provide representatives to Stakeholder Advisory Council 2. Report BSC data to stakeholders 	
	IV.2.c To increase school attendance in grades K-12	<ol style="list-style-type: none"> 1. Implement the Jones County Attendance Plan and protocols 2. Provide required attendance reports 3. Communicate attendance policy protocol to all stakeholders 4. Counselor will monitor attendance and will develop school-wide incentives to reward increases in Average Daily Attendance 5. Counselor will establish a baseline for teacher attendance. 6. Counselor will monitor students who demonstrate excessive days absent/tardy and will conduct quarterly AST (Attendance Support Team) meetings as required 7. Counselor will work in conjunction with local agencies to provide support and encouragement to meet attendance requirements (DFCS, OEI, etc.) 8. Put in place more opportunities for student engagement at school through the establishment of clubs and activities designed to generate student interest; <ol style="list-style-type: none"> a. Dragons in Action Civic Group (all students) b. DFE Cheerleaders (grades 4-5) c. 4H (fifth grade) d. DFE Dragon Gardeners (K-5) e. DFE Drama Team f. Student Council [Counselor, RTI team] g. Student Focus Groups 	100% of parents (students who missed 15 or more days in the previous year) will be notified within the first 15 days of school



Performance Objective	Initiatives	Action Steps	Performance Targets
	IV.2.d To increase community/business partnerships and volunteer hours.	<ol style="list-style-type: none"> 1. Participate in a formal Business Partners in Education Program <ul style="list-style-type: none"> • Participate in steering committee, timeline, and calendar • Maintain alliances with GC&SU, Mercer, MSU, and Tift College at Mercer • Maintain current business partnerships 2. Develop plans to formally recognize business partners (event) 3. Participate in School Councils training sessions on significant issues 	

