

Gray Elementary School: FY2012 Continuous Improvement Plan

Demographics and Other Factors

	FY11	FY10	FY09	FY08	FY07	FY06	FY05	FY04	FY03	FY02	FY01	FY00
Total Enrollment	664	1006	1012	1006	1000	1000	960	905	850	819	758	729
Ethnicity/Race												
Asian/Pacific Islander	.007%	.008 %	1%	1%	1%	1%	1%	1%	2%	1%	1%	0%
Black/African American	26%	26%	21%	22%	22%	22%	24%	24%	25%	26%	27%	27%
Hispanic	.013%	.014%	0%	0%	.003%	.003%	0%	0%	1%	0%	0%	0%
Multiracial	.036%	.03%	1%	1%	1%	1%	1%	1%	1%	2%	2%	2%
Native American	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
White/Non-Hispanic	68%	68%	76%	74%	75%	75%	74%	73%	72%	70%	70%	70%
Other Subgroups												
Eligible for Free/Reduced Lunch	31%	43%	40%	38%	35%	35%	35%	34%	35%	37%	37%	38%
Limited English Proficiency	.006%	.006%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*
Special Education	.019%	11%	9%	9%	9%	9%	10%	12%	12%	13%	13%	15%
Migrant	0%	.002%	0%	0%	.001%	.001%	0%	0%	0%	*	*	*

* No data was available for these years.

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Strategic Objective I: Improving Student Achievement and Success

Performance Objective	Initiatives	Action Steps	Performance Targets																																																																																																										
<p>Objective I.1: <i>Student Mastery of the Georgia Performance Standards (CCGPS):</i></p>	<p>I.1.a: To align and implement curriculum, instruction, and assessment to the CCGPS</p>	<ol style="list-style-type: none"> 1. Ensure veteran and new teachers have updated curriculum notebooks/maps for Common Core GPS (KB, LP, DS) 2. Use classroom walkthroughs, grade level meetings, and BST meetings to ensure that teachers are implementing the curriculum with fidelity. (LP, DS, BST) <i>K-5:</i> <ul style="list-style-type: none"> • Curriculum Maps, aligned with CCGPS • Standards (with identified "power" standards) • Unit Frameworks • Lesson Plans (including differentiated instruction, assessments, and performance tasks) 3. Assist in developing and administering benchmark assessments, including a new benchmark assessment in Science in grades 1 and 2. (Administration) 4. Lead the textbook adoption process according to the DOE adoption cycle (DS, LP) 5. Monitor the vertical alignment of K-12 mathematics, social studies, science, English/language arts (LP, DS) 	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">Instructional Assessments: All Students</th> </tr> <tr> <th style="width: 5%;">G</th> <th style="width: 20%;">Reading</th> <th style="width: 20%;">ELA</th> <th style="width: 15%;">Math</th> </tr> </thead> <tbody> <tr> <td rowspan="4" style="text-align: center;">1</td> <td>2011:96%</td> <td>2011:92%</td> <td>2011:91%</td> </tr> <tr> <td>2012:92%</td> <td>2012:87%</td> <td>2012:88%</td> </tr> <tr> <td>2013:95%</td> <td>2013:94%</td> <td>2013:92%</td> </tr> <tr> <td>2014:≥95%</td> <td>2014:95%</td> <td>2014:95%</td> </tr> <tr> <td rowspan="4" style="text-align: center;">2</td> <td>2011:96%</td> <td>2011:89%</td> <td>2011:96%</td> </tr> <tr> <td>2012:92%</td> <td>2012:87%</td> <td>2012:89%</td> </tr> <tr> <td>2013:95%</td> <td>2013:94%</td> <td>2013:95%</td> </tr> <tr> <td>2014:≥95%</td> <td>2014: 95%</td> <td>2014:≥95%</td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 5px;">*Science baseline scores established Spring FY12</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">CRCT: All Students</th> </tr> <tr> <th style="width: 5%;">G</th> <th style="width: 20%;">Reading</th> <th style="width: 20%;">ELA</th> <th style="width: 15%;">Math</th> </tr> </thead> <tbody> <tr> <td rowspan="4" style="text-align: center;">3</td> <td>2011: 93%</td> <td>2011: 95%</td> <td>2011: 86%</td> </tr> <tr> <td>2012:≥97%</td> <td>2012:95%</td> <td>2012:88%</td> </tr> <tr> <td>2013:≥97%</td> <td>2013:≥95%</td> <td>2013:92%</td> </tr> <tr> <td>2014:≥97%</td> <td>2014:≥95%</td> <td>2014:94%</td> </tr> <tr> <td rowspan="4" style="text-align: center;">4</td> <td>2011: 91%</td> <td>2011: 95%</td> <td>2011: 87%</td> </tr> <tr> <td>2012:95%</td> <td>2012:95%</td> <td>2012:88%</td> </tr> <tr> <td>2013:≥95%</td> <td>2013:≥95%</td> <td>2013:92%</td> </tr> <tr> <td>2014:≥95%</td> <td>2014:≥95%</td> <td>2 14:94%</td> </tr> <tr> <td rowspan="4" style="text-align: center;">5</td> <td>2011: 98%</td> <td>2011: 97%</td> <td>2011: 94%</td> </tr> <tr> <td>2012:96%</td> <td>2012:96%</td> <td>2012:91%</td> </tr> <tr> <td>2013:≥96%</td> <td>2013:97%</td> <td>2013:93%</td> </tr> <tr> <td>2014:≥96%</td> <td>2014:≥97%</td> <td>2014:95%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: center;">CRCT: All Students - Science</th> </tr> <tr> <th style="width: 5%;">G</th> <th style="width: 15%;">2011</th> <th style="width: 15%;">2012</th> <th style="width: 15%;">2013</th> <th style="width: 15%;">2014</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">89%</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">96%</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">96%</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">88%</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">94%</td> </tr> </tbody> </table>	Instructional Assessments: All Students				G	Reading	ELA	Math	1	2011:96%	2011:92%	2011:91%	2012:92%	2012:87%	2012:88%	2013:95%	2013:94%	2013:92%	2014:≥95%	2014:95%	2014:95%	2	2011:96%	2011:89%	2011:96%	2012:92%	2012:87%	2012:89%	2013:95%	2013:94%	2013:95%	2014:≥95%	2014: 95%	2014:≥95%	CRCT: All Students				G	Reading	ELA	Math	3	2011: 93%	2011: 95%	2011: 86%	2012:≥97%	2012:95%	2012:88%	2013:≥97%	2013:≥95%	2013:92%	2014:≥97%	2014:≥95%	2014:94%	4	2011: 91%	2011: 95%	2011: 87%	2012:95%	2012:95%	2012:88%	2013:≥95%	2013:≥95%	2013:92%	2014:≥95%	2014:≥95%	2 14:94%	5	2011: 98%	2011: 97%	2011: 94%	2012:96%	2012:96%	2012:91%	2013:≥96%	2013:97%	2013:93%	2014:≥96%	2014:≥97%	2014:95%	CRCT: All Students - Science					G	2011	2012	2013	2014	3	89%	92%	94%	96%	4	88%	92%	94%	96%	5	87%	88%	92%	94%
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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"> 1. Assist with methods for tracking at-risk students (WM, Maki, RTI Task Force) 2. Ensure the implementation of progress monitoring for students with disabilities in math and reading (EM, LP, WM) <ul style="list-style-type: none"> • Select/develop a progress monitoring system for Tier 4 students • Meet monthly with PEC teachers to review progress monitoring data and report to administration • Conduct annual data audit with PEC teachers • Review and monitor the Response to Intervention (RTI) protocol to ensure fidelity of implementation (WM, Maki, LP, DS) • Distribute and implement the RTI Protocol Handbook (WM) • Facilitate meetings with school task force members (WM) • Review progress monitoring reports quarterly with subpopulations clearly identified for adjusting instructional strategies for Tier 2 and Tier 3 students (WM) • Continue the use of software (GRASP) for the purpose of universal screening and progress monitoring for reading and mathematics (SM, WM, Teachers) • Conduct RTI needs assessment (WM) • Supervise RTI interventions to ensure that set protocols are being addressed as defined (WM, Maki) 3. Allocate 20-day funds and direct the development and implementation of after-school programs/Saturday School and other supplemental services (WM) <ul style="list-style-type: none"> • Plans approved and implemented by October 31, 2011 4. Monitor the effectiveness of inclusion (co-teaching) at all grade levels (EM, LP, DS) <ul style="list-style-type: none"> • Identify exemplary co-teaching teams to aid with training • Support new technology initiatives in co-taught classrooms • Conduct walkthroughs in co-taught classrooms 5. Monitor the progress of ELL students (LP) <ul style="list-style-type: none"> • Monthly meetings with Task Force • Receive on-going training on WIDA Standards instruction 	<table border="1" data-bbox="1472 188 1959 453"> <thead> <tr> <th colspan="4">Instructional Assessments: Subgroups Reading</th> </tr> <tr> <th>G</th> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2011: 80% 2012:87% 2013:94% 2014:95%</td> <td>2011: 86% 2012:92% 2013:95% 2014: ≥95%</td> <td>2011:95% 2012:92% 2013:95% 2014: ≥95%</td> </tr> <tr> <td>2</td> <td>2011:58% 2012:87% 2013:94% 2014:95%</td> <td>2011:91% 2012:92% 2013:95% 2014: ≥95%</td> <td>2011:93% 2012:92% 2013:95% 2014: ≥95%</td> </tr> </tbody> </table> <table border="1" data-bbox="1472 485 1959 850"> <thead> <tr> <th colspan="4">CRCT Subgroups READING</th> </tr> <tr> <th>G</th> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2011:100% 2012:91% 2013:94% 2014:95%</td> <td>2011:86% 2012:≥95% 2013: ≥95% 2014:≥95%</td> <td>2011:93% 2012: ≥96% 2013: ≥96% 2014:≥96%</td> </tr> <tr> <td>4</td> <td>2011:88% 2012:87% 2013:94% 2014: ≥94%</td> <td>2011:90% 2012:93% 2013:95% 2014:≥95%</td> <td>2011:92% 2012:93% 2013:95% 2014:≥95%</td> </tr> <tr> <td>5</td> <td>2011:100% 2012:93% 2013:95% 2014:≥95%</td> <td>2011:94% 2012:95% 2013:≥95% 2014:≥95%</td> <td>296%011: 2012: ≥96% 2013: ≥96% 2014:≥96%</td> </tr> </tbody> </table> <p data-bbox="1472 857 1976 881">*targets may be set higher at individual schools</p> <table border="1" data-bbox="1472 922 1959 1187"> <thead> <tr> <th colspan="4">Instructional Assessments: Subgroups Math</th> </tr> <tr> <th>G</th> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2011:70% 2012:87% 2013:94% 2014:95%</td> <td>2011:80% 2012:87% 2013:94% 2014:95%</td> <td>2011:81% 2012:87% 2013:94% 2014:95%</td> </tr> <tr> <td>2</td> <td>2011:71% 2012:87% 2013:94% 2014:95%</td> <td>2011:87% 2012:87% 2013:94% 2014:95%</td> <td>2011:90% 2012:87% 2013:94% 2014:95%</td> </tr> </tbody> </table>	Instructional Assessments: Subgroups Reading				G	SWD	AA	SES	1	2011: 80% 2012:87% 2013:94% 2014:95%	2011: 86% 2012:92% 2013:95% 2014: ≥95%	2011:95% 2012:92% 2013:95% 2014: ≥95%	2	2011:58% 2012:87% 2013:94% 2014:95%	2011:91% 2012:92% 2013:95% 2014: ≥95%	2011:93% 2012:92% 2013:95% 2014: ≥95%	CRCT Subgroups READING				G	SWD	AA	SES	3	2011:100% 2012:91% 2013:94% 2014:95%	2011:86% 2012:≥95% 2013: ≥95% 2014:≥95%	2011:93% 2012: ≥96% 2013: ≥96% 2014:≥96%	4	2011:88% 2012:87% 2013:94% 2014: ≥94%	2011:90% 2012:93% 2013:95% 2014:≥95%	2011:92% 2012:93% 2013:95% 2014:≥95%	5	2011:100% 2012:93% 2013:95% 2014:≥95%	2011:94% 2012:95% 2013:≥95% 2014:≥95%	296%011: 2012: ≥96% 2013: ≥96% 2014:≥96%	Instructional Assessments: Subgroups Math				G	SWD	AA	SES	1	2011:70% 2012:87% 2013:94% 2014:95%	2011:80% 2012:87% 2013:94% 2014:95%	2011:81% 2012:87% 2013:94% 2014:95%	2	2011:71% 2012:87% 2013:94% 2014:95%	2011:87% 2012:87% 2013:94% 2014:95%	2011:90% 2012:87% 2013:94% 2014:95%
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			* Continue to monitor AYP Watch Areas *targets may be set higher at individual schools			
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			5	2011:83% 2012:87% 2013:94% 2014:≥95%	2011:100% 2012:≥96% 2013: ≥96% 2014:≥96%	2011:98% 2012:≥96% 2013: ≥96% 2014:≥96%
			* Continue to monitor AYP Watch Areas *targets may be set higher at individual schools			

Performance Objective	Initiatives	Action Steps	Performance Targets																																															
<p>Objective I.2: <i>Student Success through effective instructional programs</i></p>	<p>I.2.a: To focus instructional attention on CCGPS and best practices within standards-based classrooms</p>	<ol style="list-style-type: none"> 1. Conduct classroom walkthrough observations utilizing <i>Observation 360</i> (ClassKeys Informal Observations) (LP, DS) 2. Participate in discussions at Principal’s meetings regarding evaluation of lesson plans and walkthroughs (LP) 3. Utilize Data Director to analyze student data to guide CIP Planning (LP, DS, All) 	<table border="1" data-bbox="1472 191 1955 570"> <thead> <tr> <th colspan="4">CRCT Subgroups Science</th> </tr> <tr> <th>G</th> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> </thead> <tbody> <tr> <td rowspan="4">3</td> <td>2011:75%</td> <td>2011:76%</td> <td>2011:80%</td> </tr> <tr> <td>2012:83%</td> <td>2012:88%</td> <td>2012:88%</td> </tr> <tr> <td>2013:88%</td> <td>2013:92%</td> <td>2013:92%</td> </tr> <tr> <td>2014:92%</td> <td>2014:94%</td> <td>2014:94%</td> </tr> <tr> <td rowspan="4">4</td> <td>2011:72%</td> <td>2011:77%</td> <td>2011:81%</td> </tr> <tr> <td>2012:70%</td> <td>2012:88%</td> <td>2012:88%</td> </tr> <tr> <td>2013:78%</td> <td>2013:92%</td> <td>2013:92%</td> </tr> <tr> <td>2014:83%</td> <td>2014:94%</td> <td>2014:94%</td> </tr> <tr> <td rowspan="4">5</td> <td>2011:62%</td> <td>2011:75%</td> <td>2011:76%</td> </tr> <tr> <td>2012:70%</td> <td>2012:70%</td> <td>2012:75%</td> </tr> <tr> <td>2013:78%</td> <td>2013:78%</td> <td>2013:78%</td> </tr> <tr> <td>2014:83%</td> <td>2014:83%</td> <td>2014:83%</td> </tr> </tbody> </table> <p>* Continue to monitor AYP Watch Areas *targets may be set higher at individual schools</p> <ul style="list-style-type: none"> • FY2012/2013/2014: Each teacher will receive a minimum of two informal ClassKeys observations per year • FT2012/2013/2014: Each teacher will receive one formal ClassKeys or GTOI observation per year • FY2012/2013/2014: All school administrators, instructional coaches, and teachers are trained in the use of the appropriate evaluation instruments <p><i>*Administrators should submit their evaluation plans for FY12 before October 1, 2011. System plans call for all certified teachers to be evaluated using ClassKeys by FY2012.</i></p>	CRCT Subgroups Science				G	SWD	AA	SES	3	2011:75%	2011:76%	2011:80%	2012:83%	2012:88%	2012:88%	2013:88%	2013:92%	2013:92%	2014:92%	2014:94%	2014:94%	4	2011:72%	2011:77%	2011:81%	2012:70%	2012:88%	2012:88%	2013:78%	2013:92%	2013:92%	2014:83%	2014:94%	2014:94%	5	2011:62%	2011:75%	2011:76%	2012:70%	2012:70%	2012:75%	2013:78%	2013:78%	2013:78%	2014:83%	2014:83%	2014:83%
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<p>I.2.b. To increase the graduation rate and decrease the drop-out rate</p>	<ol style="list-style-type: none"> 1. Continue monthly Graduation Matters Meetings (DS, KB, CS) 																																																	
<p>I.2.c. To provide equity in programs and opportunities</p>	<ol style="list-style-type: none"> 1. Continue to provide professional learning and staff for inclusion (co-teaching) at all grade levels (LP) 2. Support teachers obtaining EL endorsement/training (LP, VB) 3. Provide professional learning for staff on WIDA standards (LP) 4. Support teachers obtaining gifted endorsement training (LP, WM) 	<p>100% of New inclusion teams trained in co-teaching strategies (general ed and special ed teachers)</p> <ul style="list-style-type: none"> • FY2012:100% • FY2013:100% • FY2014:100% 																																																

Performance Objective	Initiatives	Action Steps	Performance Targets																																																																																																				
		<p>5. Support opportunities for all students to engage in extra/co-curricular activities (including, but not limited to):</p> <ol style="list-style-type: none"> Chorus (MT) Jazzy Pups (DM) Beta Club (Perry, LF) Student Council (MC, AU) Fire Marshals (RP) Academic Quiz Bowl (WM, JM) Math Club (JS, RP) Reading Bowl (CS) Guardian Angels (MH) Spin Masters YoYo Club (AW, PB) Drama Club (VG, EY) Safety Patrol (DL) Dance Team (CH) <p>Trips</p> <ol style="list-style-type: none"> Senior Trip (DS) Talented and Gifted Environmental Education Trip (WM) Chorus Competitions (MT) Academic Quiz Bowl Competitions/Tournaments (WM, JM) Jazzy Pups (DM) Math Fest Competition (JS, WM, RP) Step up and Lead Conference (AU, MC) Grand Kids - Fifth Grade County-Wide Trips (JP) Grade-level GPS Oriented Field Trips (LTs) Total minus h & i 	<p>100% of Paraprofessionals trained in co-teaching strategies (general ed and special ed settings)</p> <ul style="list-style-type: none"> FY2012: 100% FY2013: 100% FY2014: 100% <p># of students who participated in said events</p>																																																																																																				
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Performance Objective	Initiatives	Action Steps	Performance Targets
		<ul style="list-style-type: none"> • Monitor participation in FY2012 (LP, DS) <p>6. Monitor and maintain 100% high-quality and effective instructional staff (LP)</p> <ul style="list-style-type: none"> • Monitor the assignment of teachers to ensure a balance of experience and effectiveness (LP) • Develop a school-wide professional learning plan (LP, DS) <p>7. Provide student handbooks to all students. (LP)</p>	<p>Final number may contain duplicate students.</p> <p>Students involved in curricular and extracurricular activities: FY09: 61% FY10: 64% / 72% (target/actual) FY11: 68% / 82% (target/actual) FY12: 72% FY13:</p>
<p>Objective I.3: <i>Effective Student Support Services</i></p>	<p>I.3.a. To maximize student support through quality guidance, family education, and other student support programs</p>	<p>1. Support opportunities for family and community involvement in gifted education services. (WM)</p> <ul style="list-style-type: none"> • Orientation/Open House (2011 – yes) • Annual Trip (2011 – yes) • Service Learning Projects (2011 – yes) • Meet & Greet/Lock-In (2011 – yes) • Annual Caroling Trip (2011 – yes) <p>2. Educate School Council on the System/School CIP (LP)</p> <p>3. Coordinate RTI services (WM)</p>	<p>Gifted Parent Involvement</p> <ul style="list-style-type: none"> • FY2011: 5 family/community activities • FY2012: each school will document three activities for involving family & community in gifted education services <p>Teachers trained in foundations of RTI</p> <ul style="list-style-type: none"> • FY2011: 100% • FY2012: 100% - goal • FY2013: 100% • FY2014: 100%

Strategic Objective II: Improving Organizational and Operational Effectiveness

Performance Objective	Initiatives	Action Steps	Performance Targets
Objective II.1: <i>Effective Operational Processes</i>	II.1.a: To provide a safe and efficient School Nutrition program	<ol style="list-style-type: none"> 1. Train staff in correct sanitation procedures (JD) 2. Improve customer service and quality of meals (JD) 3. Improve school-wide breakfast participation. (JD) 4. Improve school-wide lunch participation. (JD) 	<p>Health sanitation scores</p> <ul style="list-style-type: none"> • FY2011: 97.5 • FY2012: 98 • FY2013: 98 • FY2014: 98 <p>System-wide lunch participation:</p> <ul style="list-style-type: none"> • FY2011: 66% • FY2012:69% • FY2013:70% • FY2014:71% <p>System-wide breakfast participation:</p> <ul style="list-style-type: none"> • FY2011: 41% • FY2012: 45% • FY2013:47% • FY2014:49%
	II.1.b To improve access to and the reliability of hardware, software, and technology networking	<ol style="list-style-type: none"> 1. Purchase updated classroom technology as budget allows. (LP) 2. Improve the completion time of technology work orders. (CS) 3. Add network drops and wireless access where needed as the need exists and the budget allows. (LP, CS) 4. Schedule, manage, and assist the contractor with the install of SMART Boards and projectors in classrooms as the budget allows. (LP, CS, AB) 	<p>Classroom Computers</p> <ul style="list-style-type: none"> • FY2011/FY2012/2013:100% of regular ed classrooms with at least one modern computer for instruction. <p>Work Orders Completed:</p> <ul style="list-style-type: none"> • FY2011: • FY2012:100% within 3.25 days • FY2013:100% within 3 days • FY2014:100% within 3 days <p>Wireless Access</p> <ul style="list-style-type: none"> • FY2011: • FY2012:90% of instructional areas with wireless access • FY2013:95% of instructional areas with wireless access • FY2014: 100% of instructional areas with wireless access <p>SMART Board Installations</p> <ul style="list-style-type: none"> • FY2011: 34 • FY2012: 38 (+3T1, 3support, 1 PEC) • FY2013: 41 (3 PEC) • FY2014: 100%

Performance Objective	Initiatives	Action Steps	Performance Targets
	II.1.c. To improve preventative/ground maintenance, custodial services at the school facilities	<ol style="list-style-type: none"> 1. Continue use of Maintenance Direct to schedule and track system maintenance (JD) 2. Implement program for tracking and documenting HVAC system preventative maintenance. (JD) 3. Implementation of Spartan Custodial Certification Program (LP, PR, JD, CM) 4. Implementation of Compuclean Custodial Software, phase 2 release (LP, PR, JD, CM) 5. Continue evaluation process of custodial services (LP) 6. Update AHERA management plans (LP, PR, JD) 7. Work with lead custodians on leadership skills, inventory management, and time management (LP) 	<p>Minimum Cleanliness Standards Met</p> <ul style="list-style-type: none"> • FY2011: 98% • FY2012:100% • FY2013:100% • FY2014:100% <p>Minimum Certification Requirements Met</p> <ul style="list-style-type: none"> • FY2011: 100% • FY2012:100% • FY2013:100% • FY2014:100% <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>
	II.1.d. To plan for and construct schools, classrooms, and facilities	<ol style="list-style-type: none"> 1. Participate in a detailed Facilities Study (LP, PR, JD) 2. Maintenance of a five year plan (LP, PR, JD) 	<p>FY2012:</p> <ul style="list-style-type: none"> • Priorities within the State Local Facilities Plan will be evaluated with a dated detailed timeline to ensure the flow of the five year plan <p>FY2013:</p> <ul style="list-style-type: none"> • Forms and paperwork process begins for the updating of the current five year plan to prepare to be sent to Georgia DOE
	II.1.e. To improve Operational effectiveness through incorporation of SmartEnergy Schools strategies within the system	<ol style="list-style-type: none"> 1. Provide to staff monthly utility usage reports (LP) 2. Train/inform staff of cost saving measures that can be done on daily, monthly, quarterly and annual time frames to increase the potential for both usage and monetary savings (LP) 	
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. Recruit qualified teachers and paraprofessionals using the county adopted application process (LP, DS) 2. Continue with ClassKeys implementation (All) 3. Support ClassKeys professional learning communities (All) 4. Collect teacher evaluations within specified timelines (LP, DS) <ul style="list-style-type: none"> • Review evaluations with teachers 	<p>Class Keys Training</p> <ul style="list-style-type: none"> • FY2011: 100% • FY2012: 100% • FY2013: 100% • FY2014: 100% <p>Highly Qualified Certified Staff</p>

Performance Objective	Initiatives	Action Steps	Performance Targets
			<ul style="list-style-type: none"> • FY2011: 100% • FY2012: 100% • FY2013: 100% • FY2014: 100% <p>Highly Qualified Paraprofessional Staff</p> <ul style="list-style-type: none"> • FY2011: 100% • FY2012: 100% • FY2013: 100% • FY2014: 100%
	<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. To support the transportation department by providing disciplinary support as needed (LP, DS) 2. Provide bus safety programs to the children to support safe transportation habits (all) 	<p>TARGETS:</p> <ul style="list-style-type: none"> • FY2012:100% of drivers are trained • FY2012:VersaTrans completely implemented • FY2012:100% of supervisors are trained in reasonable suspicion • FY2012:100% of drivers are accident/incident free • FT2012: 100% buses equipped with 247 Camera System • FY2012: All drivers score 85% proficient or higher on Skill Driving Test.
<p>Objective II.3: <i>Effective Financial Processes</i></p>	<p>II.3.a To ensure smooth, efficient, and effective system budget, financial, and employee compensation</p>	<ol style="list-style-type: none"> 1. Provide detailed budget report and analysis for all activity accounts to the business office for all school accounts (LP, VP) 2. Encourage Medicaid ACE billing in a timely fashion (LP, BB) 	<ul style="list-style-type: none"> • FY2011: • FY2012:All designated therapists will submit 60% Medicaid ACE billing • FY2013:All designated therapists will submit 65% Medicaid ACE billing • FY2014:All designated therapists will submit 70% Medicaid ACE billing
<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. Completion of school CIP– October 7, 2011 (LP, DS) 2. School CIP BSC plans will be posted on District Website – October 18, 2011 (LP) 3. Conduct Summer Leadership Training to provide guidance for school improvement initiatives (LP, DS) <ul style="list-style-type: none"> • Follow-up sessions in July 2011 with CCT 4. Participate in monthly Principal’s meetings (LP) <ul style="list-style-type: none"> • Embedded professional learning activities for principals (ClassKeys, CCGPS) 5. Conduct school BST meetings monthly (LP, DS, CF, Leads) 6. Maintain updated SACS/CASI information/reports (LP) 	<p>School updated CIP</p> <ul style="list-style-type: none"> • FY2011:Yes • FY2012:Yes • FY2013:Yes • FY2014:Yes

Performance Objective	Initiatives	Action Steps	Performance Targets
		7. Support GAPSS Analysis process (LP) <ul style="list-style-type: none"> Monitor the implementation of GAPSS findings 8. Support school level grant writing teams (LP, DS) <ul style="list-style-type: none"> Grants aligned with school needs as stated in the CIP 	GAPSS Analysis <ul style="list-style-type: none"> FY2011: NA FY2012:Elementary School Program (3) FY2013:Middle School Program (2) and (1) Elementary FY2014: High School Program

Strategic Objective III: Professional Learning and Growth

Performance Objective	Initiatives	Action Steps	Performance Targets
Objective III.1: <i>Effective Continuous staff learning and growth through targeted Professional Learning</i>	III.1.a To improve the effectiveness of Standards-Based Teaching and Learning throughout the system	1. Support the analysis of classroom walkthrough observation data and its use in guiding adjustments to instruction and identified professional learning (using ClassKeys informal observations, <i>Observation 360</i> , or other observation instrument) (LP, DS) <ul style="list-style-type: none"> Monitor monthly summaries of observations (percentages) and report at Principal’s meetings <ul style="list-style-type: none"> Ensure that analysis of observation data regarding standards-based teaching and learning is cascaded to instructional staff 2. Support and monitor the use of PD360 as a professional development tool (aligned with ClassKeys and School Improvement) (LP, DS)	<ul style="list-style-type: none"> FY2012:100% of schools will provide analysis of classroom walk-throughs on a monthly basis and disseminate to instructional staff
	III.1.b Support increased academic achievement of students with disabilities	3. Continue to support professional learning communities at all grade levels (LP, DS) <ul style="list-style-type: none"> PLC topics should reflect CCGPS and the results of formative/summative assessments and observation data and how they are used to adjust instruction 1. Continue to support inclusion (co-teaching) at all grade levels (LP, DS, EM) <ul style="list-style-type: none"> Identify exemplary co-teaching teams to aid with training Support new technology initiatives, including assistive technology, in co-taught classrooms 2. Support the training of non-core content teachers and paraprofessionals in meeting the needs of students with disabilities (LP, DS, EM) <ul style="list-style-type: none"> Assess training needs 3. Support the training of GAA process (DS, LP) <ul style="list-style-type: none"> Provide mandatory training for all GAA involved teachers and school testing coordinators Monitor school GAAs in December 2011 and March 2012 4. Support the alignment of curriculum for PEC ACCESS courses (as prescribed by GAA) (LP, DS, EM)	

Performance Objective	Initiatives	Action Steps	Performance Targets
		5. Train and support the use of assistive technology as appropriate (LP, DS, BB)	
	III.1.c To provide technology training to all staff	<ol style="list-style-type: none"> 1. Train and monitor effective use of instructional and administrative technology, including but not limited to: (LP, DS, CS) <ul style="list-style-type: none"> • Teacher Web pages (LP, DS, CS) • Film production (CS) • Observation 360 (LP, DS) • PDEExpress (LP, DS, Leads) • PD360 (DS, Leads) • Math-related instruction (CS) • STAR Reading • Student-produced video/film • Web 2.0 tools • SMART Products • Student Response Systems (MH) • Data Director (DS) • SEMSTracker (LP, DS, PEC teachers) • McAleer (VP, LP) • Infinite Campus (TS, LP, DS) • ISTE standards (CF) 2. Conduct monthly SIS clerk meetings and provide monthly updates at principals' meetings (Prosser) 3. Establish Standards Based Report Card Committee to plan for CCGPS and SB Report Card in FY2013(KR, Prosser) 	<p>TARGETS: Instructional Technology</p> <ul style="list-style-type: none"> • FY2012/FY2013/FY2014: Instructional Technology Course goals defined in technology CIP <p>TARGETS: Student Information/Data</p> <ul style="list-style-type: none"> • FY2012/2013/2014: Monthly Data Clerk Meetings / Administrative Updates / On Time State Data Collections Sign off • FY2013/2014: FY2013 - 50% of Elementary School engaged in electronic grade reporting. FY2014 – 100% elementary grade reporting online <p>TARGETS: Instructional Technology</p> <ul style="list-style-type: none"> • FY2012/FY2013/FY2014: 100% of appropriate staff trained on SchoolCenter, PDEExpress, Accelerated Math/STAR Math • FY2012/FY2013/FY2014: 100% of instructional technology courses shall reflect and infuse the ISTE NETS-S and NET-T standards • FY2012/FY2013/FY2014: technology walk-throughs (K-12) shall be performed monthly
	III.1.d To support continuous improvement training	<ol style="list-style-type: none"> 1. Provide June and July Leadership Trainings for administrative teams (Executive Cabinet) 2. Continue regular Graduation Matters Meetings and break-out sessions (DS, CS, KB) 	<p>Attendance at Graduation Matters meetings/principal's meetings</p> <ul style="list-style-type: none"> • FY2012: 100% • FY2013: 100% • FY2014: 100%

Performance Objective	Initiatives	Action Steps	Performance Targets
	III.1.e To support individual school professional learning	<ol style="list-style-type: none"> Provide guidance for alignment of available resources to identified professional learning needs (Executive Cabinet) Monitor implementation of school professional learning plans (KR) <ul style="list-style-type: none"> Approve <i>Course Proposals</i> for school Approve <i>Out-of-District Activity Proposals</i> for school staff (LP) Analyze the frequency of teacher absences from attending professional learning activities (LP) 	Professional Learning Needs <ul style="list-style-type: none"> FY2012/FY2013/FY2014:100% of schools have professional learning plans that are aligned to school CIP
	III.1.f To ensure efficient and effective support services by training non-certified staff	<ol style="list-style-type: none"> Continue the monthly Local School Accountant (LSA) training (VP) Continue the monthly data clerk training (TS) Support development of a comprehensive custodial training program (LP, PR, JD) Support a comprehensive training plan for office support staff (LP, VP, TS) <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 Conduct an annual training on FERPA (Family Education Rights and Privacy Act) (LP) 	FERPA Training <ul style="list-style-type: none"> FY2011: 100% FY2012: 100% FY2013: 100% FY2014: 100%
	III.a.g To provide training to support CCGPS	<ol style="list-style-type: none"> Support DOE provided K-12 CCGPS training (KB, LP, DS) Support training for Instructional Coaches and school designee in CCGPS and support re-delivery to schools (LP, DS, KB) 	CCGPS Training <ul style="list-style-type: none"> FY2011: NA FY2012: 100% FY2013: 100% FY2014: 100%
<i>Objective III.2: Effective Assessment of Professional Learning</i>	III.2.a To align Professional Learning to System Improvement Goals and Policy requirements	<ol style="list-style-type: none"> Examine the results of the data regarding professional learning needs and policy requirements to make adjustments to plans as needed. (LP, DS) 	Professional Learning Alignment to CIP <ul style="list-style-type: none"> FY2011: 100% FY2012:100% FY2013:100% FY2014:100%

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 and implement school safety plan (LP, DS, KB) <ul style="list-style-type: none"> • Distribute copies of the school safety plan to faculty/staff • Revise/edit protocol of contact from school level to Central Office • Conduct a mock school disaster drill • Conduct a school table top scenario (School Safety Team) • Involve all key school departments in reviewing safety plans (transportation, facilities, receptionists, nutrition, etc.) • Assess school’s CPR certified staff needs • Provide training for staff in CPR 2. Monitor procedures to ensure implementation of local policy on seclusion/restraint (LP, DS) <ul style="list-style-type: none"> • Identify and train, a minimum of two Mindset Trainers (LP, AS, CS) • Provide Mindset training to staff (JM, AS, CS) 3. Monitor procedures to ensure implementation of local policy on bullying (LP) 	<p>CPR Certification</p> <ul style="list-style-type: none"> • FY2011: 14 % • FY2012:50% of staff CPR Certified • FY2013:75% of staff CPR Certified • FY2014:85% of staff CPR Certified <p>Mindset Certification</p> <ul style="list-style-type: none"> • FY2012:50% of staff CPR Certified • FY2013:75% of staff CPR Certified • FY2014:85% of staff CPR Certified <p>Safety Course Certifications</p> <ul style="list-style-type: none"> • FY2012:20 Safety Course Sessions w/ GEMA • FY2013:25 Safety Course Sessions w/GEMA • FY2014: Integrate additional organizational involvement in training sessions • FY2012:100% NIMS Compliant • FY2012:100% GAINS Reporting • FY2012:Safe Schools Interagency Teams Maintained
<p>Objective IV.2: <i>Students, staff, parents, and community will be satisfied and involved with the direction of the</i></p>	<p>IV.2.a To improve system personnel perception of Central Office support and communication with the schools</p>	<ol style="list-style-type: none"> 1. Provide visitation opportunities for central office staff (LP, DS) <ul style="list-style-type: none"> • School Events • BST Meetings • Walkthroughs, etc. 	

<i>schools and system</i>	IV.2.b To increase staff, parent, student, and community perceptions of school quality	<ol style="list-style-type: none"> 1. Examine results of stakeholder satisfaction survey conducted in May 2011(LP, DS) 2. Conduct regular stakeholder meetings for Title I and Special Education (LP, DS, SM, EM, teachers) 3. Conduct focus group meetings as needed to solicit input on selected topics and subjects (LP, DS, SM) 4. Provide opportunities for communication with various media outlets (all) 5. Increase the participants in the stakeholder satisfaction survey (LP, DS, all) 	<p>Stakeholder Perception of School Quality</p> <ul style="list-style-type: none"> • FY2011: NA see note • FY2012:90% • FY2013:95% • FY2014:≥95% <p>FY2011 – only 8 parents responded out of 644 children; see #5</p> <p>Stakeholder Perception of School Quality Participation</p> <ul style="list-style-type: none"> • FY2011: 8/1% • FY2012: 20 % • FY2013: 35 % • FY2014:≥50%
	IV.2.c To increase regular and consistent school attendance in grades K-12	<ol style="list-style-type: none"> 1. Monitor the implementation of the Jones County Attendance Plan and protocols (LP, DS, Bryant, TS, teachers) 2. Ensure the accuracy of school attendance and other school records (LP, DS, Bryant, TS, teachers) 	
	IV.2.d To increase community/business partnerships and volunteer hours	<ol style="list-style-type: none"> 1. Create a formal Business Partners in Education Program (LP, SM) <ul style="list-style-type: none"> • Establish steering committee, timeline, and calendar • Develop plans to formally recognize business partners (event) 	<p>TARGETS:</p> <ul style="list-style-type: none"> • FY2012:develop partnership guidelines