

Wells Elementary School: FY2012 Continuous Improvement Plan

Strategic Objective I: Improving Student Achievement and Success

| Performance Objective | Initiatives | Action Steps | Performance Targets | | | | | |
|--|---|---|--|-------------------------------------|------------------------------------|-----------------------------------|--|--|
| <p>Objective I.1: <i>Student Mastery of the Georgia Performance Standards(GPS)</i></p> | <p>I.1.a: To align and implement curriculum, instruction, and assessment to the GPS/CCGPS</p> | <ol style="list-style-type: none"> Ensure veteran and new teachers have updated curriculum notebooks/maps for all CCGPS (CW, Leads) Use classroom walkthroughs, department meetings, grade level/content meetings, and work sessions to ensure that teachers are implementing the curriculum with fidelity. (IT/Leads) Administer benchmark assessments (Teachers) Monitor and report Benchmark Assessment data (IT) Develop and administer new science benchmarks for grades 1-2 (IT,Teachers) Participate in the textbook adoption process according to the DOE adoption cycle (CW) Monitor the vertical alignment of all contents areas (IT,Leads) Review and revise alignment of K-5 Language Arts by developing a school-wide Writing Plan (CW) | Instructional Assessments: All Students | | | | | |
| | | | G | Reading | ELA | Math | | |
| | | | 1 | 2012:92% 2013:95% 2014:≥95% | 2012:87% 2013:94% 2014:95% | 2012:88% 2013:92% 2014:95% | | |
| | | | 2 | 2012:92% 2013:95% 2014:≥95% | 2012:87% 2013:94% 2014: 95% | 2012:89% 2013:95% 2014:≥95% | | |
| | | | *Science baseline scores established Spring FY12 | | | | | |
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| | | | CRCT: All Students Meets/Exceeds | | | | | |
| | | | G | Reading | ELA | Math | | |
| | | | 3 | 2012:≥97% 2013:≥97% 2014:≥97% | 2012:95% 2013:≥95% 2014:≥95% | 2012:88% 2013:92% 2014:94% | | |
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| CRCT SCIENCE | | | | | | | | |
| 3 | | 4 | | 5 | | | | |
| 2012: 92% | | 2012: 92% | | 2012: 88% | | | | |
| 2013: 94% | | 2013: 94% | | 2013: 92% | | | | |
| 2014: 96% | | 2014: 96% | | 2014: 94% | | | | |
| GKIDS: Meets/Exceeds | | | | | | | | |
| | | 2011 | 2012 | 2013 | 2014 | | | |
| Reading | | 88.1% | 90% | 91% | 92% | | | |
| Writing | | 73.5% | 75% | 77% | 80% | | | |
| L/S/V | | 92.4% | 94% | 95% | 96% | | | |
| ELA Total | | 86.4% | 88% | 90% | 92% | | | |
| Nos./Ops. | | 88.9% | 91% | 93% | 94% | | | |
| Measurement. | | 93.4% | 95% | 96% | 97% | | | |
| Geometry | | 94.6% | 96% | 97% | 98% | | | |
| Data/Prob. | | 87.2% | 89% | 90% | 92% | | | |
| Math Total | | 92% | 94% | 95% | 96% | | | |

| | <p>I.1.b To close the achievement gap among different school populations (SWD, ED, Minority)</p> | <ol style="list-style-type: none"> 1. Ensure the implementation of progress monitoring for students with disabilities in math and reading (KC) <ul style="list-style-type: none"> • Select/develop a progress monitoring system for Tier 4 students • Meet monthly with PEC lead teachers to review progress monitoring data and report to principals (KC) • Annual data audit (PEC) 2. Review and monitor the Response to Intervention (RTI) protocol to ensure fidelity of implementation (CW) <ul style="list-style-type: none"> • Adhere to county RTI Protocol Handbook • Review progress monitoring reports monthly with subpopulations clearly identified for adjusting instructional strategies for Tier 2 and Tier 3 students (RTI Team) • Continue the use of software (GRASP) for the purpose of universal screening and progress monitoring in (Grades 1 - 5) reading and mathematics • Supervise RTI intervention teachers to ensure that set protocols are being addressed as defined • Utilize ABE for students entering Tier 2 for behavior. 3. Allocate 20-day funds and direct the development and implementation of after-school programs/Saturday School, After School Tutoring, and other supplemental services (IT) 4. Plans approved and implemented by October 31, 2011 5. Increase the effectiveness of inclusion (co-teaching) at all grade levels <ul style="list-style-type: none"> • Identify exemplary co-teaching teams to aid with training (TM) • Support new technology initiatives in co-taught classrooms • Conduct walkthroughs in co-taught classrooms(TM, SJ) 6. Utilize methods for tracking at-risk students in Tier 1/EIP (TM/SJ/CW) 7. Implement and monitor the Response to Intervention protocol 8. Conduct and review yearly RTI needs assessment (CW) 9. Provide opportunities for training for teachers obtaining ESOL endorsement/training 10. Provide professional learning for staff on WIDA standards 11. Implement technology in lesson delivery and learning activities | <table border="1" style="width: 100%; border-collapse: collapse;"> <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 rowspan="3">1</td> <td>2012:87%</td> <td>2012:92%</td> <td>2012:92%</td> </tr> <tr> <td>2013:94%</td> <td>2013:95%</td> <td>2013:95%</td> </tr> <tr> <td>2014:95%</td> <td>2014: ≥95%</td> <td>2014: ≥95%</td> </tr> <tr> <td rowspan="3">2</td> <td>2012:87%</td> <td>2012:92%</td> <td>2012:92%</td> </tr> <tr> <td>2013:94%</td> <td>2013:95%</td> <td>2013:95%</td> </tr> <tr> <td>2014:95%</td> <td>2014: ≥95%</td> <td>2014: ≥95%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <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 rowspan="3">3</td> <td>2012:91%</td> <td>2012: ≥95%</td> <td>2012: ≥96%</td> </tr> <tr> <td>2013:94%</td> <td>2013: ≥95%</td> <td>2013: ≥96%</td> </tr> <tr> <td>2014:95%</td> <td>2014: ≥95%</td> <td>2014: ≥96%</td> </tr> <tr> <td rowspan="3">4</td> <td>2012:87%</td> <td>2012:93%</td> <td>2012:93%</td> </tr> <tr> <td>2013:94%</td> <td>2013:95%</td> <td>2013:95%</td> </tr> <tr> <td>2014: ≥94%</td> <td>2014: ≥95%</td> <td>2014: ≥95%</td> </tr> <tr> <td rowspan="3">5</td> <td>2012:93%</td> <td>2012:95%</td> <td>2012: ≥96%</td> </tr> <tr> <td>2013:95%</td> <td>2013: ≥95%</td> <td>2013: ≥96%</td> </tr> <tr> <td>2014: ≥95%</td> <td>2014: ≥95%</td> <td>2014: ≥96%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3">Instructional Assessments: Subgroups Math</th> </tr> <tr> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> </thead> <tbody> <tr> <td>2012:87%</td> <td>2012:87%</td> <td>2012:87%</td> </tr> <tr> <td>2013:94%</td> <td>2013:94%</td> <td>2013:94%</td> </tr> <tr> <td>2014:95%</td> <td>2014:95%</td> <td>2014:95%</td> </tr> <tr> <td>2012:87%</td> <td>2012:87%</td> <td>2012:87%</td> </tr> <tr> <td>2013:94%</td> <td>2013:94%</td> <td>2013:94%</td> </tr> <tr> <td>2014:95%</td> <td>2014:95%</td> <td>2014:95%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4">CRCT Subgroups MATH</th> </tr> <tr> <th>G</th> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> </thead> <tbody> <tr> <td rowspan="3">3</td> <td>2012:87%</td> <td>2012:87%</td> <td>2012:87%</td> </tr> <tr> <td>2013:94%</td> <td>2013:94%</td> <td>2013:94%</td> </tr> <tr> <td>2014:95%</td> <td>2014:95%</td> <td>2014:95%</td> </tr> <tr> <td rowspan="3">4</td> <td>2012:87%</td> <td>2012:87%</td> <td>2012:87%</td> </tr> <tr> <td>2013:94%</td> <td>2013:94%</td> <td>2013:94%</td> </tr> <tr> <td>2014:95%</td> <td>2014:95%</td> <td>2014:95%</td> </tr> <tr> <td rowspan="3">5</td> <td>2012:87%</td> <td>2012:87%</td> <td>2012:90%</td> </tr> <tr> <td>2013:94%</td> <td>2013:94%</td> <td>2013:94%</td> </tr> <tr> <td>2014:95%</td> <td>2014:95%</td> <td>2014:95%</td> </tr> </tbody> </table> | Instructional Assessments: Subgroups Reading | | | | G | SWD | AA | SES | 1 | 2012:87% | 2012:92% | 2012:92% | 2013:94% | 2013:95% | 2013:95% | 2014:95% | 2014: ≥95% | 2014: ≥95% | 2 | 2012:87% | 2012:92% | 2012:92% | 2013:94% | 2013:95% | 2013:95% | 2014:95% | 2014: ≥95% | 2014: ≥95% | CRCT Subgroups READING | | | | 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% | Instructional Assessments: Subgroups Math | | | SWD | AA | SES | 2012:87% | 2012:87% | 2012:87% | 2013:94% | 2013:94% | 2013:94% | 2014:95% | 2014:95% | 2014:95% | 2012:87% | 2012:87% | 2012:87% | 2013:94% | 2013:94% | 2013:94% | 2014:95% | 2014:95% | 2014:95% | CRCT Subgroups MATH | | | | G | SWD | AA | SES | 3 | 2012:87% | 2012:87% | 2012:87% | 2013:94% | 2013:94% | 2013:94% | 2014:95% | 2014:95% | 2014:95% | 4 | 2012:87% | 2012:87% | 2012:87% | 2013:94% | 2013:94% | 2013:94% | 2014:95% | 2014:95% | 2014:95% | 5 | 2012:87% | 2012:87% | 2012:90% | 2013:94% | 2013:94% | 2013:94% | 2014:95% | 2014:95% | 2014:95% |
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| | | <p>(teachers)</p> <p>12. Maintain data rooms/walls to monitor student progress (SJ)</p> <p>13. Investigate and implement software programs to assist with targeted supplemental instruction (CW/AW/MM)</p> <p>14. Utilize Universal Behavior Screener (BM)</p> <p>15. Develop departmental/grade level SMART goals to address specific needs (Leads/SJ)</p> | <table border="1"> <thead> <tr> <th colspan="4">Instructional Assessments: Subgroups ELA</th> </tr> <tr> <th>G</th> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2012:87% 2013:94% 2014:95%</td> <td>2012:87% 2013:94% 2014:95%</td> <td>2012:89% 2013:94% 2014:95%</td> </tr> <tr> <td>2</td> <td>2012:87% 2013:94% 2014:95%</td> <td>2012:94% 2013:95% 2014:≥95%</td> <td>2012:94% 2013:95% 2014:≥95%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">CRCT Subgroups ELA</th> </tr> <tr> <th>G</th> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>2012:95% 2013: ≥95% 2014: ≥95%</td> <td>2012:94% 2013:95% 2014: ≥95%</td> <td>2012:94% 2013:95% 2014: ≥95%</td> </tr> <tr> <td>4</td> <td>2012:87% 2013:94% 2014:95%</td> <td>2012:92% 2013:95% 2014: ≥95%</td> <td>2012:92% 2013:95% 2014: ≥95%</td> </tr> <tr> <td>5</td> <td>2012:87% 2013:94% 2014: ≥95%</td> <td>2012: ≥96% 2013: ≥96% 2014: ≥96%</td> <td>2012: ≥96% 2013: ≥96% 2014: ≥96%</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">CRCT Subgroups Science</th> </tr> <tr> <th></th> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> </thead> <tbody> <tr> <td></td> <td>2012:83% 2013:88% 2014:92%</td> <td>2012:88% 2013:92% 2014:94%</td> <td>2012:88% 2013:92% 2014:94%</td> </tr> <tr> <td></td> <td>2012:70% 2013:78% 2014:83%</td> <td>2012:88% 2013:92% 2014:94%</td> <td>2012:88% 2013:92% 2014:94%</td> </tr> <tr> <td></td> <td>2012:70% 2013:78% 2014:83%</td> <td>2012:70% 2013:78% 2014:83%</td> <td>2012:75% 2013:78% 2014:83%</td> </tr> </tbody> </table> | Instructional Assessments: Subgroups ELA | | | | G | SWD | AA | SES | 1 | 2012:87% 2013:94% 2014:95% | 2012:87% 2013:94% 2014:95% | 2012:89% 2013:94% 2014:95% | 2 | 2012:87% 2013:94% 2014:95% | 2012:94% 2013:95% 2014:≥95% | 2012:94% 2013:95% 2014:≥95% | CRCT Subgroups ELA | | | | G | SWD | AA | SES | 3 | 2012:95% 2013: ≥95% 2014: ≥95% | 2012:94% 2013:95% 2014: ≥95% | 2012:94% 2013:95% 2014: ≥95% | 4 | 2012:87% 2013:94% 2014:95% | 2012:92% 2013:95% 2014: ≥95% | 2012:92% 2013:95% 2014: ≥95% | 5 | 2012:87% 2013:94% 2014: ≥95% | 2012: ≥96% 2013: ≥96% 2014: ≥96% | 2012: ≥96% 2013: ≥96% 2014: ≥96% | | | | | CRCT Subgroups Science | | | | | SWD | AA | SES | | 2012:83% 2013:88% 2014:92% | 2012:88% 2013:92% 2014:94% | 2012:88% 2013:92% 2014:94% | | 2012:70% 2013:78% 2014:83% | 2012:88% 2013:92% 2014:94% | 2012:88% 2013:92% 2014:94% | | 2012:70% 2013:78% 2014:83% | 2012:70% 2013:78% 2014:83% | 2012:75% 2013:78% 2014:83% |
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| CRCT Subgroups Science | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| <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. Support the implementation of classroom walkthrough observation instrument utilizing Observation 360 (Class Keys, GAPSS, PreK CLASS instrument) 2. Conduct discussions at CCT meetings regarding evaluation of lesson plans and walkthroughs Utilize Data Director to analyze student data to guide CIP Planning 3. Implement differentiated instructional strategies in all classrooms (Teachers) <ul style="list-style-type: none"> • Provide feedback on lesson plans and walkthroughs (TM,SJ,CW) <ul style="list-style-type: none"> ○ “Power” standards taught 2-3 different ways ○ “Power” standards assessed in 2-3 different ways <ul style="list-style-type: none"> • Teachers share standards-based classroom best practices at meetings (Grade-Level Leads) 4. Maximize instructional time through effective and creative scheduling (TM) 5. Minimize multiple grade levels for support staff, where possible, to provide more effective grade-level planning (TM) 6. Establish and utilize a school-wide science lab | <ul style="list-style-type: none"> • FY2012/2013/2014: Classroom Walkthroughs (3-6) will be conducted in every classroom to assist with evidence gathering • 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 leaders are trained in the use of the evaluation instruments <p>PreK PQA Audit of Meets/Exceeds</p> <ul style="list-style-type: none"> • FY2012: 100% • FY2013: 100% • FY2014: 100% <p>Increase # of county winners in YGA competition</p> <ul style="list-style-type: none"> • FY2012: >1per gr. Level • FY2013: >1per gr. Level • FY2014: >1per gr. Level |
| | <p>I.2.b. To increase the graduation rate and decrease the drop-out rate</p> | <ol style="list-style-type: none"> 1. Increase communication and collaboration among the feeder schools (transition plans) (SJ) 2. Participate in Graduation Matters meetings (SJ,CW,BM,MM) 3. Implement 5th Gr. “Target Checklist” for MS Use (SJ/BM/BS) | |
| | <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 2. Participate in opportunities for training for teachers (i.e. Gifted Endorsement, Math Endorsement, and Science Endorsement) 3. Support opportunities for all students to engage in extra/co-curricular activities (including, but not limited to): <ul style="list-style-type: none"> • Film Festival • Science Fair • Clubs • Helen Ruffin Reading Bowl • Monitor participation in FY2012 4. Monitor and maintain 100% high-quality and effective instructional staff <ul style="list-style-type: none"> • Participate in CPI pre-conference in mid-September with Central Office staff to ensure high-quality compliance | <p>Inclusion teams trained in co-teaching strategies (general ed, special ed teachers, and paraprofessionals)</p> <ul style="list-style-type: none"> • FY2012:100% • FY2013: 100% • FY2014:100% <p>% of students engaged in extra/co-curricular activities:</p> <ul style="list-style-type: none"> • FY2012:50% • FY2013:55% • FY2014:60% |

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|---|---|---|--|
| | | <ul style="list-style-type: none"> • Monitor the assignment of teachers to ensure a balance of experience and effectiveness (TM) • Develop a School-wide professional learning plan • Review and revise school-wide student handbook | |
| Objective I.3: <i>Effective Student Support Services</i> | I.3.a. To maximize student support through quality guidance, family education, and other student support programs | <ol style="list-style-type: none"> 1. Support opportunities for family and community involvement in gifted education services. (Examples: fall/spring curriculum meetings, Gifted Open House, Parent University, etc.) 2. Attend fall training session for school council members 3. Continue implementation of the TRIBES Framework (BST) 4. Develop and implement Title I parent training and information meetings (SD, TM) | <p>Gifted Parent Involvement</p> <ul style="list-style-type: none"> • FY2012: each school documents three activities for involving family & community in gifted education services <p>Teachers trained in foundations of RTI</p> <ul style="list-style-type: none"> • FY2012: 90% • FY2013: 100% • FY2014: 100% <p>Increase in Family Involvement Participation</p> <ul style="list-style-type: none"> • FY2012: >4000 • FY2013: >4200 • FY2014: >4400 <p>Comprehensive Guidance Program – RAMP ASCA Recognition</p> <ul style="list-style-type: none"> • FY2012: Yes • FY2013: Yes • FY2014: Yes <p>TRIBES Classrooms Established</p> <ul style="list-style-type: none"> • FY2012: 100% • FY2013: 100% • FY2014: 100% |

Strategic Objective II: Improving Organizational and Operational Effectiveness

| Performance Objective | Initiatives | Action Steps | Performance Targets |
|---|--|---|---|
| <p>Objective II.1: <i>Effective Operational Processes</i></p> | <p>II.1.a: To provide a safe and efficient School Nutrition program</p> | <ol style="list-style-type: none"> 1. Train staff in correct sanitation procedures (AL) 2. Maintain exemplary school health inspection ratings (AL) 3. Improve customer service and quality of meals (AL) 4. Improve breakfast participation. (AL) 5. Improve lunch participation. (AL) | <p>Increase lunch participation:</p> <ul style="list-style-type: none"> • FY2012:69% • FY2013:70% • FY2014:71% <p>Increase breakfast participation:</p> <ul style="list-style-type: none"> • FY2012:34% • FY2013:35% • FY2014:36% |
| | <p>II.1.b To improve access to and the reliability of hardware, software, and technology networking.</p> | <ol style="list-style-type: none"> 1. Requisition updated classroom technology to ensure that all students and staff members have regular and ready access to instructional technology (MM/AW/SJ/TM) 2. Improve response time to technology concerns (MM/JS) | <p>TARGETS: Technology</p> <p>Regular Ed. Classrooms (K-5th) – 2 modern computers</p> <ul style="list-style-type: none"> • FY2012: 100% • FY2013: 100% • FY2014: 100% <p>Regular Ed. Classrooms (K-5th) with Smartboards</p> <ul style="list-style-type: none"> • FY2012: 100% • FY2013: 100% • FY2014: 100% <p>Wireless Access</p> <p>FY2012:100% of instructional areas with wireless access</p> <p>FY2013:100% of instructional areas with wireless access</p> <p>FY2014: 100% of instructional areas with wireless access</p> |
| | <p>II.1.c. To improve preventative/ground maintenance, custodial services at the school facilities.</p> | <ol style="list-style-type: none"> 1. Involve facility staff in the evaluation process of custodial services 2. Maintain a school maintenance plan (MT) 3. Institute a Campus Patrol Program to involve students (BM) | <p>Minimum Cleanliness Standards Met</p> <ul style="list-style-type: none"> • FY2012:100% • FY2013:100% • FY2014:100% <p>Minimum Certification Requirements Met</p> <ul style="list-style-type: none"> • FY2012:100% • FY2013:100% • FY2014:100% |
| | <p>II.1.d. To plan for and construct schools, classrooms, and facilities</p> | <ol style="list-style-type: none"> 1. Refurbish and redesign existing playgrounds to meet needs of all aged students 2. Facilitate the transfer of useful playground equipment from the former MWES campus to the current campus | <p>Playground/Outside Learning Areas' Enhancements</p> <ul style="list-style-type: none"> • FY2012: Yes • FY2013: Yes • FY2014: Yes |
| <p>Objective II.2: <i>Effective Personnel Processes</i></p> | <p>II.2.a To recruit and retain highly qualified teachers, paraprofessionals, and other support staff.</p> | <ol style="list-style-type: none"> 1. Support ClassKeys implementation 2. Support ClassKeys professional learning communities 3. Submit teacher evaluations within specified timelines <ul style="list-style-type: none"> • Review evaluations with superintendent 4. Monitor documentation of teacher non-renewal process <ul style="list-style-type: none"> • Provide deadlines, email updates, follow-up meetings, | <ul style="list-style-type: none"> • FY2012 and there after:100% of teachers trained in Class Keys • FY2012/FY2013/FY2014:100% of teachers are highly qualified • FY2012/FY2013/FY2014:100% of paraprofessionals are highly qualified |

| Performance Objective | Initiatives | Action Steps | Performance Targets |
|--|---|--|---|
| | | professional learning, etc. 5. Support a process for recruiting and retaining high-performing staff 6. Monitor the school's equity plan addressing experience and highly-qualified staff (TM) 7. Continues the partnerships with local colleges and universities (TM) | PreK Staff Trained in PreK Audit Standards <ul style="list-style-type: none"> • FY2012: 100% • FY2013: 100% • FY2014: 100% Staff Retention Rate <ul style="list-style-type: none"> • FY2012: 95% • FY2013: 95% • FY2014: 95% Staff Diversity Rating <ul style="list-style-type: none"> • FY2012: 15% • FY2013: >15% • FY2014: >15% |
| | II.2.b To provide a safe and efficient transportation program for the staff and students of Jones County. | 1. Support the transportation dept. plan (SJ/JJ) 2. Provide Safety Training for students (SJ/BM) 3. Monitor bus discipline referrals (SJ/JJ) 4. Continue implementation of the Bus Safety Program (SJ/JJ) | TARGETS: Bus Safety Training for Students <ul style="list-style-type: none"> • FY2012: Yes • FY2013: Yes • FY2014: Yes Reduction in Bus Referrals <ul style="list-style-type: none"> • FY2012: 10 or fewer per bus each month • FY2013: 9 or fewer per bus each month • FY2014: 8 or fewer per bus each month |
| Objective II.3: <i>Effective Financial Processes</i> | II.3.a To ensure smoother, efficient, and effective system budget, financial, and employee compensation. | 1. Conduct yearly audits of school financial accounts (TM, JH, BM) 2. Continue Medicaid billing and ACE claiming 3. Provide detailed budget reports as requested (LS/TM) 4. Develop fundraising plan to address the school's needs (TRIBES/PTO/Admin) | Citation-Free on Annual Audit <ul style="list-style-type: none"> • FY2012: Yes • FY2013: Yes • FY2014: Yes Establish Fundraising Plan <ul style="list-style-type: none"> • FY2012: Yes • FY2013: Yes • FY2014: Yes 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 |
| Objective II.4: <i>Continuous Improvement Processes</i> | II.4.a: To provide a process of continuous improvement of all system and school processes and | 1. Completion of CIP 2. Completion of BSC 3. Participate in Summer Leadership Training to provide guidance for school improvement initiatives (IT) <ul style="list-style-type: none"> • Follow-up sessions in July 2010 with CCT | Updated CIPs and BSCs <ul style="list-style-type: none"> • FY2012: Monthly Review • FY2013: Monthly Review • FY2014: Monthly Review GAPSS Analysis |

| Performance Objective | Initiatives | Action Steps | Performance Targets |
|-----------------------|--------------|--|--|
| | performance. | <ol style="list-style-type: none"> 4. Participate in monthly Central Change Team (CCT)/principal meetings (TM/SJ) 5. Conduct school BST meetings monthly (monthly agendas and minutes) 6. Participate in performance review (conducted by Exec. Cmte.) 7. Participate in annual Board of Education retreat for the purpose of reporting CIP and BSC progress (IT) 8. Implement Balanced Score Card (BSC) 9. Provide updated SACS/CASI information/reports 10. Update Title I Plans annually and align with school/system CIP (TM/SD) 11. Support GAPSS Analysis process at elementary level 12. Support grant writing team <ul style="list-style-type: none"> • Provide training and support for grade-level teams • Align school needs with CIP | <ul style="list-style-type: none"> • FY2012:Elementary School Program <p>Align CIP/BSC to system CIP/BSC</p> <ul style="list-style-type: none"> • FY2012: Yes • FY2013: Yes • FY2014: Yes <p>Increase Grant Participation (#Grants received)</p> <ul style="list-style-type: none"> • FY2012: Yes • FY2013: Yes • FY2014: Yes |

Strategic Objective III: Professional Learning and Growth

| Performance Objective | Initiatives | Action Steps | Performance Targets |
|---|---|---|---|
| <p>Objective III.1: <i>To provide continuous staff learning and growth through targeted professional learning opportunities.</i></p> | <p>III.1.a Improve the effectiveness of Standards-Based Teaching and Learning throughout the system</p> | <ol style="list-style-type: none"> 1. Support the analysis of classroom walkthrough observation data and its use in guiding adjustments to instruction and identified professional learning (using ClassKeys Informal Observation, Observation 360°. or other observation instrument) <ul style="list-style-type: none"> • Submit monthly summaries of observations (percentages) at CCT meetings (IT) <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) 3. Continue to support professional learning communities at all schools and grade levels <ul style="list-style-type: none"> • PLC topics should reflect CCGPS and results of formative/summative assessments and observation data and how they are used to adjust instruction • CCGPS • School Culture/TRIBES • Class Keys/CWT Data • Equity Issues • Technology – New Webpage Design • Co-Teaching Models • Vocabulary Development • Hands-On Math • Restraint Training 8. Participate in professional development to better understand CCGPS and its planned implementation in FY13 | <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 • FY2012-TRIBES Refresher course provided with 29 faculty completing the course for one PLU. |
| | <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 (TM) • Support new technology initiatives, including assistive technology, in co-taught classrooms 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"> • Assess training needs | <p>FY2012/2013/2114: GAA Trained:100% FY2012/2013/2114: Eliminate non-scoreables for GAA</p> |

| Performance Objective | Initiatives | Action Steps | Performance Targets |
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| | | 3. Support the training of GAA process <ul style="list-style-type: none"> • Provide mandatory training for all GAA involved teachers and school testing coordinators 4. Support the alignment of curriculum for PEC ACCESS courses (as prescribed by GAA) | |
| | III.1.c Provide technology training to all staff | 5. Support the use of assistive technology as appropriate 1. Monitor effective use of instructional and administrative technology, including but not limited to: <ul style="list-style-type: none"> • Teacher Web pages • Film production • PDEExpress • PD360 • Math-related instruction (Accelerated Math, STAR Math, Destination Math) • STAR Reading • Student-produced video/film • Web 2.0 tools • SMART Products • Student Response Systems • Data Director • MOODLE • McAleer • Infinite Campus • Science A-Z • Reading A-Z • Brain Pop • Document Camera 2. Participate in monthly SIS clerk meetings (TR) 3. Train and monitor implementation of K-5 school technology standards (AW) | TARGETS: Instructional Technology <ul style="list-style-type: none"> • FY2012/FY2013/FY2014:Instructional Technology Course goals defined in technology CIP TARGETS: Student Information/Data <ul style="list-style-type: none"> • FY2012/2013/2014:Monthly Data Clerk Meetings / Administrative Updates / On Time State Data Collections Sign off • FY2012/2013 FY2014 - 50% of Elementary School engaged in electronic grade reporting. FY2014 – 100% elementary grade reporting online TARGETS: Instructional Technology <ul style="list-style-type: none"> • FY2012/FY2013/FY2014:100% of Teachers trained on 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 shall be performed monthly |
| | III.1.d Support continuous improvement training | 1. Continue to participate in Graduation Matters meetings and breakout sessions. (SJ, CW, MD, BM) | Attendance at CCT/principal meetings <ul style="list-style-type: none"> • FY2012:100% • FY2013:100% • FY2014:100% |

| Performance Objective | Initiatives | Action Steps | Performance Targets |
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| | III.1.e Support individual school professional development | <ol style="list-style-type: none"> 1. Develop a comprehensive professional learning plan and align available resources to identified professional learning needs (BST) <ul style="list-style-type: none"> • Leadership Coaching/Development • CLASS Keys • Standards-Based Instruction • RTI • GAA • New Teacher Support Group (Tweeners) • ESOL Training • PD Express • Data Director • McAleer • Science Fair • Film Festival • Tribes Learning Communities • Title I Plan • Code of Ethics • Data Analysis • PreK Requirements • Infinite Campus • Restraint • Bullying 2. Implement CLASS Keys Professional Growth Plan with all teachers(IT) 3. Monitor implementation of school professional learning plans (TM) <ul style="list-style-type: none"> • Approve <i>Course Proposals</i> for schools • Approve <i>Out-of-District Activity Proposals</i> for school staff | 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 % of Staff Meeting PLU requirements <ul style="list-style-type: none"> • FY2012: 100% • FY2013: 100% • FY2014: 100% • % of Teachers Creating Professional Growth Plan <ul style="list-style-type: none"> • FY2012: 100% • FY2013: 100% • FY2014: 100% % of Instructional Staff Trained in TRIBES <ul style="list-style-type: none"> • FY2012: 100% • FY2013: 100% • FY2014: 100% Collaborative Planning Time (at least 2 sessions weekly) provided: <ul style="list-style-type: none"> • FY2012: Yes • FY2013: Yes • FY2014: Yes |
| | III.1.f Ensure efficient and effective support services by training non-certified staff | <ol style="list-style-type: none"> 1. Participate in the monthly Local School Accountant (LSA) training (LS) 2. Participate in the monthly data clerk training (TR) 3. Support a comprehensive custodial training program (MT) 4. Participate in county-wide comprehensive training for office support staff. | TARGETS: 100% FERPA training participation for all employees |
| | III.g Provide training to support CCGPS | <ol style="list-style-type: none"> 1. Participate in CCGPS training opportunities 2. Maintain math resource room | 100% instructional coaches trained in CCGPS 100% teachers trained in CCGPS |

| Performance Objective | Initiatives | Action Steps | Performance Targets |
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| | III.2.a To align Professional Learning to System Improvement Goals and Policy requirements. | <ol style="list-style-type: none"> 1. Examine the results of the annual survey regarding professional learning needs and make adjustments to plans 2. Participate in Class Keys self-assessment and reflection and develop individualized & group PGPs based on results | Professional Learning Perception (Satisfied+) <ul style="list-style-type: none"> • FY2012:93% • FY2013:95% • FY2014: 97% Professional Learning Alignment to CIP <ul style="list-style-type: none"> • FY2012:100% • FY2013:100% • FY2014:100% |

Strategic Objective IV: School Climate and Stakeholder Satisfaction

| Performance Objective | Initiatives | Action Steps | Performance Targets |
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| <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 safety plan (SJ/Safety Team) <ul style="list-style-type: none"> • Distribute copies of the system safety plan • Utilize protocol of contact from school level to Central Office • Participate in a mock system disaster drill • Participate in a system table top scenario (School Safety Teams and Administration) • Involve all key central departments in reviewing safety plans (transportation, facilities, receptionists, nutrition, etc.) • Assess school's CPR certified staff needs 2. Design procedures at the school level to ensure implementation of local policy on seclusion/restraint (DSSW, CCT) 3. Design procedures at the school level to ensure implementation of local policy on bullying (BM) | <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 • FY2012: 20 Safety Course Sessions w/ GEMA • FY2013:25 Safety Course Sessions w/ GEMA • FY2012:100% NIMS Compliant • FY2012:100% GAINS Reporting • FY2012:Safe Schools Interagency Teams Maintained <p>TARGETS:</p> <p>% of Staff CPR Certified</p> <ul style="list-style-type: none"> • FY2012: 50% • FY2013: 75% • FY2014: 85% <p>Safety Plan Reviewed/Revised</p> <ul style="list-style-type: none"> • FY2012: Yes • FY2013: Yes • FY2014: Yes <p>Safety Plan Training</p> <ul style="list-style-type: none"> • FY2012: Yes • FY2013: Yes • FY2014: Yes <p>Monthly Drills Conducted/Documented</p> <ul style="list-style-type: none"> • FY2012: Yes • FY2013: Yes • FY2014: Yes <p>Child Abuse/Neglect Training</p> <ul style="list-style-type: none"> • FY2012: Yes • FY2013: Yes • FY2014: Yes <p>Code of Ethics Training</p> <ul style="list-style-type: none"> • FY2012: Yes • FY2013: Yes • FY2014: Yes |
| <p>Objective IV.2: <i>Students, staff, parents,</i></p> | <p>IV.2.a To improve system personnel perception of Central Office support and communication with the</p> | <ol style="list-style-type: none"> 1. Distribute minutes from BST meetings to all faculty/staff (SJ) 2. Report benchmark results to school stakeholders (IT) 3. Update CIP link on school's webpage (TM, AW) | |

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| and community will be satisfied and involved with the direction of the schools and system. | schools. | | |
| | 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 2. Conduct regular stakeholder meetings for Title I and Special Education (TM) 3. Provide regular opportunities for communication to various media outlets | Stakeholder Perception of School Quality <ul style="list-style-type: none"> • FY2012: 90% • FY2013: 95% • FY2014: 95% |
| | 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. Ensure the accuracy of school attendance and other school records 3. Provide overview of attendance requirements/procedures at parent orientation meetings (TM) 4. Establish procedures for teachers to enter and track attendance in Infinite Campus | TARGETS: % of Students with 15 or fewer absences <ul style="list-style-type: none"> • FY2012: 95% • FY2013: 96% • FY2014: 97% % of Staff with 3 or fewer absences <ul style="list-style-type: none"> • FY2012: <31% • FY2013: <35% • FY2014: <40% |
| IV.2.d To increase community/business partnerships and volunteer hours. | <ol style="list-style-type: none"> 1. Continue inclusion of business/community members on School Council 2. Provide volunteer training and opportunities for volunteering (SD) 3. Include community/business members in the development and revision of Title I and CIP documents <ul style="list-style-type: none"> • Recognize business/community partners for contributions to our school. | TARGETS: # of Community Business Partners <ul style="list-style-type: none"> • FY2012: >2000 • FY2013: >2500 • FY2014: >3000 | |