

**Gray Elementary School: FY2013 Continuous Improvement Plan**

**Demographics and Other Factors**

	FY12	FY11	FY10	FY09	FY08	FY07	FY06	FY05	FY04	FY03	FY02	FY01	FY00
Total Enrollment	639	664	1006	1012	1006	1000	1000	960	905	850	819	758	729
<b>Ethnicity/Race</b>													
Asian/Pacific Islander	.01%	.007%	.008 %	1%	1%	1%	1%	1%	1%	2%	1%	1%	0%
Black/African American	23%	26%	26%	21%	22%	22%	22%	24%	24%	25%	26%	27%	27%
Hispanic	.02%	.013%	.014%	0%	0%	.003%	.003%	0%	0%	1%	0%	0%	0%
Multiracial	.03%	.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%	0%
White/Non-Hispanic	71%	68%	68%	76%	74%	75%	75%	74%	73%	72%	70%	70%	70%
<b>Other Subgroups</b>													
Eligible for Free/Reduced Lunch	31%	31%	43%	40%	38%	35%	35%	35%	34%	35%	37%	37%	38%
Limited English Proficiency	.02%	.006%	.006%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*
Special Education	.13%	.019%	11%	9%	9%	9%	9%	10%	12%	12%	13%	13%	15%
Migrant	0%	0%	.002%	0%	0%	.001%	.001%	0%	0%	0%	*	*	*

\* No data was available for these years.

Gray Elementary School: FY2013 Continuous Improvement Plan

Strategic Objective I: Improving Student Achievement and Success

Performance Objective	Initiatives	Action Steps	Performance Targets/Actual																																																																																	
Objective I.1: Student Mastery of the Georgia Performance Standards (CCGPS):	I.1.a: To align and implement curriculum, instruction, and assessment to the CCGPS	<ol style="list-style-type: none"> <li>Ensure veteran and new teachers have updated curriculum notebooks/maps for Common Core GPS (KB, LP, DS) ✓ Completed by KB in Aug.</li> <li>Use classroom walkthroughs, grade level meetings, and BST meetings to ensure that teachers are implementing the curriculum with fidelity. (LP, DS, KB, BST) <u>K-5:</u> <ul style="list-style-type: none"> <li>Curriculum Maps, aligned with CCGPS</li> <li>Standards (with identified "priority" standards)</li> <li>Unit Frameworks</li> <li>Lesson Plans (including differentiated instruction, assessments, and performance tasks, technology)</li> </ul>                     ✓ Ongoing                      ✓ Week of 10-15-12, round 1 completed except for VG, MC, WM                      ✓ Week of 11-26-12, round 1 completed except for VG                 </li> <li>Assist in developing and administering periodic common formative assessments to guide instructional practices. (LP, DS, KB) ✓ Ongoing</li> <li>Lead the textbook adoption process according to the DOE adoption cycle (KB) ✓ Math committee chosen: 9-6-12 (HJ, CH, LM, SJ, VB, LF, DL, SM) ✓ Teacher reviews completed by 12-13-12</li> <li>Monitor the vertical alignment of all K-12 content areas. (LP, DS, KB) ✓ Ongoing through minutes, observations of meetings, PLCs, BST conversations</li> </ol>	<table border="1"> <thead> <tr> <th colspan="4">Instructional Assessments: All Students</th> </tr> <tr> <th>G</th> <th>Reading</th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td rowspan="4">1</td> <td>2011:96%</td> <td>2011:92%</td> <td>2011:91%</td> </tr> <tr> <td>2012:92/92</td> <td>2012:87/82</td> <td>2012:88/86</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">2</td> <td>2011:96%</td> <td>2011:89%</td> <td>2011:96%</td> </tr> <tr> <td>2012:92/97</td> <td>2012:87/92</td> <td>2012:89/95</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>*Science baseline scores established Spring FY12</p> <table border="1"> <thead> <tr> <th colspan="4">CRCT: All Students</th> </tr> <tr> <th>G</th> <th>Reading</th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td rowspan="4">3</td> <td>2011: 93%</td> <td>2011: 95%</td> <td>2011: 86%</td> </tr> <tr> <td>2012:91/97</td> <td>2012:93/94</td> <td>2012:88/90</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">4</td> <td>2011: 91%</td> <td>2011: 95%</td> <td>2011: 87%</td> </tr> <tr> <td>2012:92/92</td> <td>2012:93/93</td> <td>2012:84/85</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">5</td> <td>2011: 98%</td> <td>2011: 97%</td> <td>2011: 94%</td> </tr> <tr> <td>2012:94/96</td> <td>2012:96/97</td> <td>2012:85/86</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>	Instructional Assessments: All Students				G	Reading	ELA	Math	1	2011:96%	2011:92%	2011:91%	2012:92/92	2012:87/82	2012:88/86	2013:95%	2013:94%	2013:92%	2014:≥95%	2014:95%	2014:95%	2	2011:96%	2011:89%	2011:96%	2012:92/97	2012:87/92	2012:89/95	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%	2012:91/97	2012:93/94	2012:88/90	2013:≥97%	2013:≥95%	2013:92%	2014:≥97%	2014:≥95%	2014:94%	4	2011: 91%	2011: 95%	2011: 87%	2012:92/92	2012:93/93	2012:84/85	2013:≥95%	2013:≥95%	2013:92%	2014:≥95%	2014:≥95%	2 14:94%	5	2011: 98%	2011: 97%	2011: 94%	2012:94/96	2012:96/97	2012:85/86	2013:≥96%	2013:97%	2013:93%	2014:≥96%	2014:≥97%	2014:95%
			Instructional Assessments: All Students																																																																																	
			G	Reading	ELA	Math																																																																														
			1	2011:96%	2011:92%	2011:91%																																																																														
				2012:92/92	2012:87/82	2012:88/86																																																																														
2013:95%	2013:94%	2013:92%																																																																																		
2014:≥95%	2014:95%	2014:95%																																																																																		
2	2011:96%	2011:89%	2011:96%																																																																																	
	2012:92/97	2012:87/92	2012:89/95																																																																																	
	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%																																																																																	
	2012:91/97	2012:93/94	2012:88/90																																																																																	
	2013:≥97%	2013:≥95%	2013:92%																																																																																	
	2014:≥97%	2014:≥95%	2014:94%																																																																																	
4	2011: 91%	2011: 95%	2011: 87%																																																																																	
	2012:92/92	2012:93/93	2012:84/85																																																																																	
	2013:≥95%	2013:≥95%	2013:92%																																																																																	
	2014:≥95%	2014:≥95%	2 14:94%																																																																																	
5	2011: 98%	2011: 97%	2011: 94%																																																																																	
	2012:94/96	2012:96/97	2012:85/86																																																																																	
	2013:≥96%	2013:97%	2013:93%																																																																																	
	2014:≥96%	2014:≥97%	2014:95%																																																																																	
			<table border="1"> <thead> <tr> <th colspan="5">CRCT: All Students - Science</th> </tr> <tr> <th>G</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>89%</td> <td>81/88</td> <td>94%</td> <td>96%</td> </tr> <tr> <td>4</td> <td>88%</td> <td>86/83</td> <td>94%</td> <td>96%</td> </tr> <tr> <td>5</td> <td>87%</td> <td>87/94</td> <td>92%</td> <td>94%</td> </tr> </tbody> </table>	CRCT: All Students - Science					G	2011	2012	2013	2014	3	89%	81/88	94%	96%	4	88%	86/83	94%	96%	5	87%	87/94	92%	94%																																																								
CRCT: All Students - Science																																																																																				
G	2011	2012	2013	2014																																																																																
3	89%	81/88	94%	96%																																																																																
4	88%	86/83	94%	96%																																																																																
5	87%	87/94	92%	94%																																																																																

Performance Objective	Initiatives	Action Steps	Performance Targets/Actual																																																																																																																			
	<p>I.1.b To close the achievement gap among different school populations (SWD, ED, Minority)</p>	<ol style="list-style-type: none"> <li>1. Assist Instructional Coach with methods for tracking at-risk students (KJB, Martin, McMichael, RtI Task Force, KB)</li> <li>2. Ensure the implementation of progress monitoring for students with disabilities in math and reading (EM, LP, DS, KB, WM)                             <ul style="list-style-type: none"> <li>• Select/develop a progress monitoring system for Tier 4 students</li> <li>• Meet monthly with PEC teachers to review progress monitoring data and report to administration</li> <li>• Conduct annual data audit with PEC teachers</li> </ul> </li> <li>3. Review and monitor the Response to Intervention (RTI) protocol to ensure fidelity of implementation (WM, Maki, KB, KJB RtI Task Force)                             <ul style="list-style-type: none"> <li>✓ Tier 2: 8-20-12, 9-17-12, 10-22-12, 12-3-12</li> <li>✓ Tier 3: 8-8-12, 8-15-12, 9-12-12, 10-22-12, 11-14-12, 1-9-13</li> <li>• Distribute, implement, and post on the website the RTI Protocol Handbook (WM)</li> <li>• Facilitate monthly meetings with school task force members (WM)</li> <li>• Review progress monitoring reports quarterly with subpopulations clearly identified for adjusting instructional strategies for Tier 2 and Tier 3 students (WM, SMaki, KB)                                     <ul style="list-style-type: none"> <li>✓ Tier 2: 8-20-12, 9-17-12, 10-22-12, 12-3-12</li> <li>✓ Tier 3: 8-8-12, 8-15-12, 9-12-12, 10-22-12, 11-14-12, 1-9-13</li> </ul> </li> <li>• Continue the use of software (GRASP) for the purpose of universal screening and progress monitoring for reading and mathematics (WM, Teachers)                                     <ul style="list-style-type: none"> <li>✓ Aug. Screeners and progress monitoring completed monthly or bimonthly</li> </ul> </li> <li>• Conduct RTI needs assessment (WM)</li> <li>• Supervise RTI interventions to ensure that set protocols are being addressed as defined (WM, Maki)                                     <ul style="list-style-type: none"> <li>✓ Tier 2: 8-20-12, 9-17-12, 10-22-12, 12-3-12</li> <li>✓ Tier 3: 8-8-12, 8-15-12, 9-12-12, 10-22-12, 11-14-12, 1-9-13</li> </ul> </li> </ul> </li> <li>4. Allocate 20-day funds and direct the development and implementation of after-school tutoring and other supplemental services (DS)                             <ul style="list-style-type: none"> <li>• Plan approved and implemented by October 31, 2012                                     <ul style="list-style-type: none"> <li>✓ Approved by KRoberts 8-29-12</li> </ul> </li> </ul> </li> <li>5. Monitor the effectiveness of inclusion (co-teaching) at all grade levels (EM, LP, DS)                             <ul style="list-style-type: none"> <li>• Identify exemplary co-teaching teams to aid with training                                     <ul style="list-style-type: none"> <li>✓ Judy Girardeau observed and met with co-teach teams on 9-19-12.</li> </ul> </li> </ul> </li> </ol>	<table border="1" data-bbox="1459 251 1953 522"> <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="4">1</td> <td>2011: 80%</td> <td>2011: 86%</td> <td>2011:95%</td> </tr> <tr> <td>2012:87/57</td> <td>2012:92/74</td> <td>2012:92/77</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="4">2</td> <td>2011:58%</td> <td>2011:91%</td> <td>2011:93%</td> </tr> <tr> <td>2012:94/75</td> <td>2012:95/94</td> <td>2012:95/97</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" data-bbox="1459 552 1953 917"> <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="4">3</td> <td>2011:100%</td> <td>2011:86%</td> <td>2011:93%</td> </tr> <tr> <td>2012:91/91</td> <td>2012:95/95</td> <td>2012: 96/96</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="4">4</td> <td>2011:88%</td> <td>2011:90%</td> <td>2011:92%</td> </tr> <tr> <td>2012:87/67</td> <td>2012:93/82</td> <td>2012:93/83</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="4">5</td> <td>2011:100%</td> <td>2011:94%</td> <td>2011:96%</td> </tr> <tr> <td>2012:93/90</td> <td>2012:95/92</td> <td>2012:96/91</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" data-bbox="1459 987 1953 1253"> <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 rowspan="4">1</td> <td>2011:70%</td> <td>2011:80%</td> <td>2011:81%</td> </tr> <tr> <td>2012:87/43</td> <td>2012:87/62</td> <td>2012:87/62</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="4">2</td> <td>2011:71%</td> <td>2011:87%</td> <td>2011:90%</td> </tr> <tr> <td>2012:94/100</td> <td>2012:94/81</td> <td>2012:94/90</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	2011: 80%	2011: 86%	2011:95%	2012:87/57	2012:92/74	2012:92/77	2013:94%	2013:95%	2013:95%	2014:95%	2014: ≥95%	2014: ≥95%	2	2011:58%	2011:91%	2011:93%	2012:94/75	2012:95/94	2012:95/97	2013:94%	2013:95%	2013:95%	2014:95%	2014: ≥95%	2014: ≥95%	CRCT Subgroups READING				G	SWD	AA	SES	3	2011:100%	2011:86%	2011:93%	2012:91/91	2012:95/95	2012: 96/96	2013:94%	2013: ≥95%	2013: ≥96%	2014:95%	2014:≥95%	2014:≥96%	4	2011:88%	2011:90%	2011:92%	2012:87/67	2012:93/82	2012:93/83	2013:94%	2013:95%	2013:95%	2014: ≥94%	2014:≥95%	2014:≥95%	5	2011:100%	2011:94%	2011:96%	2012:93/90	2012:95/92	2012:96/91	2013:95%	2013:≥95%	2013: ≥96%	2014:≥95%	2014:≥95%	2014:≥96%	Instructional Assessments: Subgroups Math				G	SWD	AA	SES	1	2011:70%	2011:80%	2011:81%	2012:87/43	2012:87/62	2012:87/62	2013:94%	2013:94%	2013:94%	2014:95%	2014:95%	2014:95%	2	2011:71%	2011:87%	2011:90%	2012:94/100	2012:94/81	2012:94/90	2013:94%	2013:94%	2013:94%	2014:95%	2014:95%	2014:95%
Instructional Assessments: Subgroups Reading																																																																																																																						
G	SWD	AA	SES																																																																																																																			
1	2011: 80%	2011: 86%	2011:95%																																																																																																																			
	2012:87/57	2012:92/74	2012:92/77																																																																																																																			
	2013:94%	2013:95%	2013:95%																																																																																																																			
	2014:95%	2014: ≥95%	2014: ≥95%																																																																																																																			
2	2011:58%	2011:91%	2011:93%																																																																																																																			
	2012:94/75	2012:95/94	2012:95/97																																																																																																																			
	2013:94%	2013:95%	2013:95%																																																																																																																			
	2014:95%	2014: ≥95%	2014: ≥95%																																																																																																																			
CRCT Subgroups READING																																																																																																																						
G	SWD	AA	SES																																																																																																																			
3	2011:100%	2011:86%	2011:93%																																																																																																																			
	2012:91/91	2012:95/95	2012: 96/96																																																																																																																			
	2013:94%	2013: ≥95%	2013: ≥96%																																																																																																																			
	2014:95%	2014:≥95%	2014:≥96%																																																																																																																			
4	2011:88%	2011:90%	2011:92%																																																																																																																			
	2012:87/67	2012:93/82	2012:93/83																																																																																																																			
	2013:94%	2013:95%	2013:95%																																																																																																																			
	2014: ≥94%	2014:≥95%	2014:≥95%																																																																																																																			
5	2011:100%	2011:94%	2011:96%																																																																																																																			
	2012:93/90	2012:95/92	2012:96/91																																																																																																																			
	2013:95%	2013:≥95%	2013: ≥96%																																																																																																																			
	2014:≥95%	2014:≥95%	2014:≥96%																																																																																																																			
Instructional Assessments: Subgroups Math																																																																																																																						
G	SWD	AA	SES																																																																																																																			
1	2011:70%	2011:80%	2011:81%																																																																																																																			
	2012:87/43	2012:87/62	2012:87/62																																																																																																																			
	2013:94%	2013:94%	2013:94%																																																																																																																			
	2014:95%	2014:95%	2014:95%																																																																																																																			
2	2011:71%	2011:87%	2011:90%																																																																																																																			
	2012:94/100	2012:94/81	2012:94/90																																																																																																																			
	2013:94%	2013:94%	2013:94%																																																																																																																			
	2014:95%	2014:95%	2014:95%																																																																																																																			

Performance Objective	Initiatives	Action Steps	Performance Targets/Actual																																																																																																																																
		<ul style="list-style-type: none"> <li>• Conduct walkthroughs in co-taught classrooms                             <ul style="list-style-type: none"> <li>✓ Judy Girardeau observed and met with co-teach teams on 9-19-12.</li> <li>✓ Gail Wilkins met with team: 12-3-12 (LB, SJ)</li> </ul> </li> <li>6. Monitor the progress of EL students (LP, DS, KB)                             <ul style="list-style-type: none"> <li>• Monthly meetings with Task Force</li> <li>• Receive on-going training on WIDA Standards instruction to Task Force and classroom teachers                                     <ul style="list-style-type: none"> <li>✓ EL taskforce met on 8-20-12 and 9-10-12</li> <li>✓ Faculty trainings on 9-11-12 and 10-2-12</li> </ul> </li> </ul> </li> <li>7. Participate in Orton Gillingham and Sonday Learning training and apply the learned strategies (SB, RM, MC, DL, EM, SM)                             <ul style="list-style-type: none"> <li>✓ Attended Training July 16-20, 2012</li> </ul> </li> <li>• Provide additional support (training, coaching sessions) (LP, DS)                             <ul style="list-style-type: none"> <li>✓ August 13, 14, 15 2012</li> <li>✓ November 15, 2012</li> </ul> </li> <li>• Participate in a 50 minute segment of time daily for Intervention/Enrichment (STAR) school wide. (all faculty and staff)                             <ul style="list-style-type: none"> <li>✓ Ongoing – Monitoring through PLC and BST meetings</li> </ul> </li> </ul>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <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="4">3</td> <td>2011:66%</td> <td>2011:100%</td> <td>2011:77%</td> </tr> <tr> <td>2012:87/64</td> <td>2012:87/76</td> <td>2012:87/86</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="4">4</td> <td>2011:87%</td> <td>2011:93%</td> <td>2011:79%</td> </tr> <tr> <td>2012:87/75</td> <td>2012:87/77</td> <td>2012:87/68</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="4">5</td> <td>2011:100%</td> <td>2011:83%</td> <td>2011:88%</td> </tr> <tr> <td>2012:87/60</td> <td>2012:87/75</td> <td>2012:90/85</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; text-align: center;"> <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 rowspan="4">1</td> <td>2011:30%</td> <td>2011:80%</td> <td>2011:90%</td> </tr> <tr> <td>2012:87/29</td> <td>2012:87/54</td> <td>2012:89/53</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="4">2</td> <td>2011:57%</td> <td>2011:82%</td> <td>2011:86%</td> </tr> <tr> <td>2012:87/75</td> <td>2012:94/82</td> <td>2012:94/90</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; text-align: center;"> <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 rowspan="4">3</td> <td>2011:100%</td> <td>2011:76%</td> <td>2011:83%</td> </tr> <tr> <td>2012:95/71</td> <td>2012:94/81</td> <td>2012:94/89</td> </tr> <tr> <td>2013:≥95%</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="4">4</td> <td>2011:93%</td> <td>2011:96%</td> <td>2011:90%</td> </tr> <tr> <td>2012:87/83</td> <td>2012:92/86</td> <td>2012:92/82</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="4">5</td> <td>2011:83%</td> <td>2011:100%</td> <td>2011:98%</td> </tr> <tr> <td>2012:87/90</td> <td>2012:96/88</td> <td>2012:96/94</td> </tr> <tr> <td>2013:94%</td> <td>2013:≥96%</td> <td>2013:≥96%</td> </tr> <tr> <td>2014:≥95%</td> <td>2014:≥96%</td> <td>2014:≥96%</td> </tr> </tbody> </table>	CRCT Subgroups MATH				G	SWD	AA	SES	3	2011:66%	2011:100%	2011:77%	2012:87/64	2012:87/76	2012:87/86	2013:94%	2013:94%	2013:94%	2014:95%	2014:95%	2014:95%	4	2011:87%	2011:93%	2011:79%	2012:87/75	2012:87/77	2012:87/68	2013:94%	2013:94%	2013:94%	2014:95%	2014:95%	2014:95%	5	2011:100%	2011:83%	2011:88%	2012:87/60	2012:87/75	2012:90/85	2013:94%	2013:94%	2013:94%	2014:95%	2014:95%	2014:95%	Instructional Assessments: Subgroups ELA				G	SWD	AA	SES	1	2011:30%	2011:80%	2011:90%	2012:87/29	2012:87/54	2012:89/53	2013:94%	2013:94%	2013:94%	2014:95%	2014:95%	2014:95%	2	2011:57%	2011:82%	2011:86%	2012:87/75	2012:94/82	2012:94/90	2013:94%	2013:95%	2013:95%	2014:95%	2014:≥95%	2014:≥95%	CRCT Subgroups ELA				G	SWD	AA	SES	3	2011:100%	2011:76%	2011:83%	2012:95/71	2012:94/81	2012:94/89	2013:≥95%	2013:95%	2013:95%	2014:≥95%	2014:≥95%	2014:≥95%	4	2011:93%	2011:96%	2011:90%	2012:87/83	2012:92/86	2012:92/82	2013:94%	2013:95%	2013:95%	2014:95%	2014:≥95%	2014:≥95%	5	2011:83%	2011:100%	2011:98%	2012:87/90	2012:96/88	2012:96/94	2013:94%	2013:≥96%	2013:≥96%	2014:≥95%	2014:≥96%	2014:≥96%
CRCT Subgroups MATH																																																																																																																																			
G	SWD	AA	SES																																																																																																																																
3	2011:66%	2011:100%	2011:77%																																																																																																																																
	2012:87/64	2012:87/76	2012:87/86																																																																																																																																
	2013:94%	2013:94%	2013:94%																																																																																																																																
	2014:95%	2014:95%	2014:95%																																																																																																																																
4	2011:87%	2011:93%	2011:79%																																																																																																																																
	2012:87/75	2012:87/77	2012:87/68																																																																																																																																
	2013:94%	2013:94%	2013:94%																																																																																																																																
	2014:95%	2014:95%	2014:95%																																																																																																																																
5	2011:100%	2011:83%	2011:88%																																																																																																																																
	2012:87/60	2012:87/75	2012:90/85																																																																																																																																
	2013:94%	2013:94%	2013:94%																																																																																																																																
	2014:95%	2014:95%	2014:95%																																																																																																																																
Instructional Assessments: Subgroups ELA																																																																																																																																			
G	SWD	AA	SES																																																																																																																																
1	2011:30%	2011:80%	2011:90%																																																																																																																																
	2012:87/29	2012:87/54	2012:89/53																																																																																																																																
	2013:94%	2013:94%	2013:94%																																																																																																																																
	2014:95%	2014:95%	2014:95%																																																																																																																																
2	2011:57%	2011:82%	2011:86%																																																																																																																																
	2012:87/75	2012:94/82	2012:94/90																																																																																																																																
	2013:94%	2013:95%	2013:95%																																																																																																																																
	2014:95%	2014:≥95%	2014:≥95%																																																																																																																																
CRCT Subgroups ELA																																																																																																																																			
G	SWD	AA	SES																																																																																																																																
3	2011:100%	2011:76%	2011:83%																																																																																																																																
	2012:95/71	2012:94/81	2012:94/89																																																																																																																																
	2013:≥95%	2013:95%	2013:95%																																																																																																																																
	2014:≥95%	2014:≥95%	2014:≥95%																																																																																																																																
4	2011:93%	2011:96%	2011:90%																																																																																																																																
	2012:87/83	2012:92/86	2012:92/82																																																																																																																																
	2013:94%	2013:95%	2013:95%																																																																																																																																
	2014:95%	2014:≥95%	2014:≥95%																																																																																																																																
5	2011:83%	2011:100%	2011:98%																																																																																																																																
	2012:87/90	2012:96/88	2012:96/94																																																																																																																																
	2013:94%	2013:≥96%	2013:≥96%																																																																																																																																
	2014:≥95%	2014:≥96%	2014:≥96%																																																																																																																																

Performance Objective	Initiatives	Action Steps	Performance Targets/Actual																																															
	<p>I.2.a: To focus instructional attention on CCGPS and best practices within standards-based classrooms</p> <p>I.2.b. To increase the graduation rate and decrease the drop-out rate</p> <p>I.2.c. To provide equity in programs and opportunities</p>	<p>1. Support the continued use of classroom walkthrough observation utilizing <i>Observation 360</i> (ClassKeys Informal Observations) (LP, DS, KB)</p> <p>2. Conduct discussions at BST meetings regarding instructional practices (yes) and walkthrough data (to be completed at BST on 12-7-12). (LP)</p> <p>3. Utilize Data Director to analyze student data to guide CIP Planning (KB, LP, DS, All)</p> <ul style="list-style-type: none"> <li>• Provide additional technical support to teachers. (KB)</li> <li>✓ Individual Programs set up for Support Teachers according to their caseloads (Aug. 2012)</li> </ul> <p>1. Continue monthly Graduation Matters Meetings (DS, KB, KJB, CS, WM)</p> <p>✓ Ongoing</p> <p>1. Continue to provide professional learning and staff for inclusion (co-teaching) at all grade levels (LP)</p> <p>2. Provide on-going opportunities for training for teachers obtaining EL endorsement/training. (LP)</p> <p>3. Provide on-going professional learning for staff on WIDA standards ( KB)</p> <p>4. Provide on-going opportunities for training for teachers obtaining gifted endorsement training (LP, WM)</p>	<table border="1" data-bbox="1459 251 1942 630"> <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>2012:88/71</td> <td>2012:92/71</td> <td>2012:92/82</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>2012:78/57</td> <td>2012:92/73</td> <td>2012:92/55</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>2012:78/76</td> <td>2012:78/81</td> <td>2012:78/88</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> <ul style="list-style-type: none"> <li>• FY2012/2013/2014: Each teacher will receive a minimum of two informal ClassKeys observations per year</li> <li>• FT2012/2013/2014: Each teacher will receive one formal ClassKeys or GTOI observation per year</li> <li>• FY2012/2013/2014: All school administrators, instructional coaches, and teachers are trained in the use of the appropriate evaluation instruments</li> </ul> <p>*Administrators should submit their evaluation plans for FY13 before October 1, 2012. System plans call for all certified teachers to be evaluated using ClassKeys by FY2013.</p> <p>✓ (Submitted to Jacobs/Roberts 8-28-12)</p> <p><b>100% of New inclusion teams trained in co-teaching strategies (general ed and special ed teachers)</b></p> <ul style="list-style-type: none"> <li>• FY2012:100%</li> <li>• FY2013:100%</li> <li>• FY2014:100%</li> </ul> <p><b>100% of Paraprofessionals trained in co-teaching strategies (general ed and special ed settings)</b></p> <ul style="list-style-type: none"> <li>• FY2012: 100%</li> <li>• FY2013: 100%</li> <li>• FY2014: 100%</li> </ul>	CRCT Subgroups Science				G	SWD	AA	SES	3	2011:75%	2011:76%	2011:80%	2012:88/71	2012:92/71	2012:92/82	2013:88%	2013:92%	2013:92%	2014:92%	2014:94%	2014:94%	4	2011:72%	2011:77%	2011:81%	2012:78/57	2012:92/73	2012:92/55	2013:78%	2013:92%	2013:92%	2014:83%	2014:94%	2014:94%	5	2011:62%	2011:75%	2011:76%	2012:78/76	2012:78/81	2012:78/88	2013:78%	2013:78%	2013:78%	2014:83%	2014:83%	2014:83%
CRCT Subgroups Science																																																		
G	SWD	AA	SES																																															
3	2011:75%	2011:76%	2011:80%																																															
	2012:88/71	2012:92/71	2012:92/82																																															
	2013:88%	2013:92%	2013:92%																																															
	2014:92%	2014:94%	2014:94%																																															
4	2011:72%	2011:77%	2011:81%																																															
	2012:78/57	2012:92/73	2012:92/55																																															
	2013:78%	2013:92%	2013:92%																																															
	2014:83%	2014:94%	2014:94%																																															
5	2011:62%	2011:75%	2011:76%																																															
	2012:78/76	2012:78/81	2012:78/88																																															
	2013:78%	2013:78%	2013:78%																																															
	2014:83%	2014:83%	2014:83%																																															

Performance Objective	Initiatives	Action Steps	Performance Targets/Actual																																																																																																																																																																													
<p>Objective I.2: Student Success through effective instructional programs</p>		<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"> <li>Chorus (MT)</li> <li>Jazzy Pups (AW, MN)</li> <li>Beta Ready (Perry, LF)</li> <li>Student Council (MC, AU)</li> <li>Academic Quiz Bowl (WM)</li> <li>Math Club (VB)</li> <li>Reading Bowl (CS)</li> <li>Spin Masters YoYo Club (PB, AWooten)</li> <li>Drama Club (JP)</li> <li>Safety Patrol (DL)</li> <li>Dance Team (CH)</li> <li>Fire Marshals (KJ)</li> <li>Guardian Angels (MH)</li> </ol> <p><b>Trips</b></p> <ol style="list-style-type: none"> <li>Chorus Competitions (MT)</li> <li>✓ Honor Choir 11-3-12 (2)</li> <li>✓ Jones County Community Veterans Day Program 11-20-12 (20)</li> <li>Jazzy Pups (AW, MN)</li> <li>✓ Friends and Family Night: GCSU 9-21-12</li> <li>Beta Club Convention (Perry, LF)</li> <li>Step up and Lead Conference (AU, MC)</li> <li>Academic Quiz Bowl Competitions/Tournaments (WM)</li> <li>Math Fest Competition</li> <li>Reading Bowl Competition (CS)</li> <li>Spin Masters YoYo Club (PB, AWooten)</li> <li>✓ Homecoming Parade 11-1-12 (25)</li> <li>✓ Mercer Bears' Game 1-19-13 (11)                             <ol style="list-style-type: none"> <li>Grand Kids - Fifth Grade County-Wide Trips (JP)</li> <li>Grade-level CCGPS Oriented Field Trips (LTs)</li> <li>5th Grade Trip (DS)</li> <li>Talented and Gifted Environmental Education Trip (WM)</li> </ol> </li> <li><b>Total minus j</b></li> </ol> <ul style="list-style-type: none"> <li>Monitor participation in FY2013 (LP, DS)</li> </ul>	<p># of students who participated in said events</p> <table border="1" data-bbox="1459 248 2011 686"> <thead> <tr> <th>Club/Event</th> <th>'09 Actual/998 students</th> <th>'10 Actual/1006 students</th> <th>'11 Actual/664 students</th> <th>'12 Actual/639 students</th> <th>'13 Actual/ students</th> </tr> </thead> <tbody> <tr><td>A</td><td>58 / 6%</td><td>42 / 4%</td><td>35/5%</td><td>41/6%</td><td></td></tr> <tr><td>B</td><td>12 / 1%</td><td>18 / 2%</td><td>15/2%</td><td>12/2%</td><td></td></tr> <tr><td>C</td><td>85 / 9%</td><td>62 / 6%</td><td>41/6%</td><td>37/6%</td><td></td></tr> <tr><td>D</td><td>15 / 2%</td><td>16 / 2%</td><td>12/2%</td><td>14/2%</td><td></td></tr> <tr><td>E</td><td>14 / 1%</td><td>18 /2%</td><td>25/4%</td><td>26/4%</td><td></td></tr> <tr><td>F</td><td>20 / 2%</td><td>NA</td><td>12/2%</td><td>11/2%</td><td></td></tr> <tr><td>G</td><td>New in '10</td><td>10 /1%</td><td>NA</td><td>13/2%</td><td></td></tr> <tr><td>H</td><td>35/ 4%</td><td>150 /15%</td><td>105/16 %</td><td>89/14%</td><td></td></tr> <tr><td>I</td><td>30 / 3%</td><td>53 / 5%</td><td>40/6%</td><td>25/3%</td><td></td></tr> <tr><td>J</td><td>50 /5%</td><td>40 / 4%</td><td>24/4%</td><td>18/3%</td><td></td></tr> <tr><td>K</td><td>NA</td><td>NA</td><td>NA</td><td>21/3%</td><td></td></tr> <tr><td>L</td><td>20 / 2%</td><td>42 / 4%</td><td>24/4%</td><td>8/1%</td><td></td></tr> <tr><td>M</td><td>60/6%</td><td>20/2%</td><td>NA</td><td>30/4%</td><td></td></tr> </tbody> </table> <p><b>Students involved in curricular activities:</b>                      FY09: 41%                      FY10: 64% / 47% (target/actual)                      FY11: 68% / 51% (target/actual)                      FY12: 72% / 52% (target/actual)                      FY13: 73% / (target/actual)</p> <table border="1" data-bbox="1459 833 2011 1312"> <thead> <tr> <th>Trip</th> <th>'09 Actual</th> <th>'10 Actual</th> <th>'11 Actual</th> <th>'12 Actual</th> <th>'13 Actual</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>54 – choral festival 5 – Honor Choir 59 / 6%</td> <td>42 – choral festival 6 Honor Choir 48 / 5%</td> <td>30 – choral festival 3 Honor Choir 33/5%</td> <td>0- choral festival 0-Honor Choir</td> <td>0-choral festival 9-Honor Choir</td> </tr> <tr><td>B</td><td>12 / 1%</td><td>18 /2%</td><td>15/2%</td><td>12/2%</td><td></td></tr> <tr><td>C</td><td>na</td><td>na</td><td>41/6%</td><td>37/6%</td><td>na</td></tr> <tr><td>D</td><td>NA</td><td>NA</td><td>12/2%</td><td>0</td><td></td></tr> <tr><td>E</td><td>14 / 1%</td><td>18 / 2%</td><td>25/4%</td><td>26/4%</td><td></td></tr> <tr><td>F</td><td>NA</td><td>NA</td><td>44/7%</td><td>0</td><td></td></tr> <tr><td>G</td><td>New in '10</td><td>10 /1%</td><td>NA</td><td>13/2%</td><td></td></tr> <tr><td>H</td><td>35/ 4%</td><td>90 /15%</td><td>85/15%</td><td>75/14%</td><td></td></tr> <tr><td>I</td><td>167 / 17%</td><td>175 / 17%</td><td>128/19%</td><td>0</td><td></td></tr> <tr><td>J</td><td>998/100</td><td>1006/100</td><td>664/10</td><td>639/100</td><td></td></tr> <tr><td>K</td><td>90 / 9%</td><td>91 /9%</td><td>60/9%</td><td>26/4%</td><td></td></tr> <tr><td>L</td><td>55 / 6%</td><td>55 /5%</td><td>30/5%</td><td>28/4%</td><td></td></tr> <tr><td>M</td><td>432/ 43%</td><td>505/50%</td><td>473/71%</td><td>217/34%</td><td></td></tr> </tbody> </table> <p>Final number may contain duplicate students.</p> <p><b>Students involved in extracurricular activities:</b>                      FY09: 43%                      FY10: 64% / 72% (target/actual)                      FY11: 68% / 82% (target/actual)                      FY12: 72% / 36% (target/actual)                      FY13: 73% / (target/actual)</p>						Club/Event	'09 Actual/998 students	'10 Actual/1006 students	'11 Actual/664 students	'12 Actual/639 students	'13 Actual/ students	A	58 / 6%	42 / 4%	35/5%	41/6%		B	12 / 1%	18 / 2%	15/2%	12/2%		C	85 / 9%	62 / 6%	41/6%	37/6%		D	15 / 2%	16 / 2%	12/2%	14/2%		E	14 / 1%	18 /2%	25/4%	26/4%		F	20 / 2%	NA	12/2%	11/2%		G	New in '10	10 /1%	NA	13/2%		H	35/ 4%	150 /15%	105/16 %	89/14%		I	30 / 3%	53 / 5%	40/6%	25/3%		J	50 /5%	40 / 4%	24/4%	18/3%		K	NA	NA	NA	21/3%		L	20 / 2%	42 / 4%	24/4%	8/1%		M	60/6%	20/2%	NA	30/4%		Trip	'09 Actual	'10 Actual	'11 Actual	'12 Actual	'13 Actual	A	54 – choral festival 5 – Honor Choir 59 / 6%	42 – choral festival 6 Honor Choir 48 / 5%	30 – choral festival 3 Honor Choir 33/5%	0- choral festival 0-Honor Choir	0-choral festival 9-Honor Choir	B	12 / 1%	18 /2%	15/2%	12/2%		C	na	na	41/6%	37/6%	na	D	NA	NA	12/2%	0		E	14 / 1%	18 / 2%	25/4%	26/4%		F	NA	NA	44/7%	0		G	New in '10	10 /1%	NA	13/2%		H	35/ 4%	90 /15%	85/15%	75/14%		I	167 / 17%	175 / 17%	128/19%	0		J	998/100	1006/100	664/10	639/100		K	90 / 9%	91 /9%	60/9%	26/4%		L	55 / 6%	55 /5%	30/5%	28/4%		M	432/ 43%	505/50%	473/71%	217/34%	
		Club/Event	'09 Actual/998 students	'10 Actual/1006 students	'11 Actual/664 students	'12 Actual/639 students	'13 Actual/ students																																																																																																																																																																									
A	58 / 6%	42 / 4%	35/5%	41/6%																																																																																																																																																																												
B	12 / 1%	18 / 2%	15/2%	12/2%																																																																																																																																																																												
C	85 / 9%	62 / 6%	41/6%	37/6%																																																																																																																																																																												
D	15 / 2%	16 / 2%	12/2%	14/2%																																																																																																																																																																												
E	14 / 1%	18 /2%	25/4%	26/4%																																																																																																																																																																												
F	20 / 2%	NA	12/2%	11/2%																																																																																																																																																																												
G	New in '10	10 /1%	NA	13/2%																																																																																																																																																																												
H	35/ 4%	150 /15%	105/16 %	89/14%																																																																																																																																																																												
I	30 / 3%	53 / 5%	40/6%	25/3%																																																																																																																																																																												
J	50 /5%	40 / 4%	24/4%	18/3%																																																																																																																																																																												
K	NA	NA	NA	21/3%																																																																																																																																																																												
L	20 / 2%	42 / 4%	24/4%	8/1%																																																																																																																																																																												
M	60/6%	20/2%	NA	30/4%																																																																																																																																																																												
Trip	'09 Actual	'10 Actual	'11 Actual	'12 Actual	'13 Actual																																																																																																																																																																											
A	54 – choral festival 5 – Honor Choir 59 / 6%	42 – choral festival 6 Honor Choir 48 / 5%	30 – choral festival 3 Honor Choir 33/5%	0- choral festival 0-Honor Choir	0-choral festival 9-Honor Choir																																																																																																																																																																											
B	12 / 1%	18 /2%	15/2%	12/2%																																																																																																																																																																												
C	na	na	41/6%	37/6%	na																																																																																																																																																																											
D	NA	NA	12/2%	0																																																																																																																																																																												
E	14 / 1%	18 / 2%	25/4%	26/4%																																																																																																																																																																												
F	NA	NA	44/7%	0																																																																																																																																																																												
G	New in '10	10 /1%	NA	13/2%																																																																																																																																																																												
H	35/ 4%	90 /15%	85/15%	75/14%																																																																																																																																																																												
I	167 / 17%	175 / 17%	128/19%	0																																																																																																																																																																												
J	998/100	1006/100	664/10	639/100																																																																																																																																																																												
K	90 / 9%	91 /9%	60/9%	26/4%																																																																																																																																																																												
L	55 / 6%	55 /5%	30/5%	28/4%																																																																																																																																																																												
M	432/ 43%	505/50%	473/71%	217/34%																																																																																																																																																																												

Performance Objective	Initiatives	Action Steps	Performance Targets/Actual
		6. Monitor and maintain 100% high-quality and effective instructional staff (LP) <ul style="list-style-type: none"> <li>• Monitor the assignment of teachers to ensure a balance of experience and effectiveness (LP)                             <ul style="list-style-type: none"> <li>✓ Content experience is considered when flexible grouping for STAR time.</li> </ul> </li> <li>• Develop a school-wide professional learning plan (LP, DS)                             <ul style="list-style-type: none"> <li>✓ BST/Grade Levels/Groups Proposed Activity on PDExpress: Professional Learning Communities Schedule: Began meetings in August</li> </ul> </li> </ul> 7. Provide student handbooks to all students. (LP) <ul style="list-style-type: none"> <li>✓ Open House/1st Day of School: 8-5-12 and 8-6-12</li> </ul>	
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	1. Support opportunities for family and community involvement in gifted education services. (WM) <ul style="list-style-type: none"> <li>• Orientation/Open House                             <ul style="list-style-type: none"> <li>✓ Open House: 8-5-12</li> </ul> </li> <li>• Annual Trip                             <ul style="list-style-type: none"> <li>✓ Scheduled for 5/13-15/2013</li> </ul> </li> <li>• Service Learning Projects                             <ul style="list-style-type: none"> <li>✓ First SLP given to local Nursing Homes on 10-05-12</li> <li>✓ Second SLP given to local Nursing Homes on 11-5-12</li> <li>✓ Third SLP given to local Nursing Homes on 12-3-12</li> </ul> </li> <li>• Meet &amp; Greet/Lock-In                             <ul style="list-style-type: none"> <li>✓ Scheduled for 2/8-9/2013</li> </ul> </li> <li>• Annual Caroling Trip                             <ul style="list-style-type: none"> <li>✓ Completed 12-3-12</li> </ul> </li> </ul> 2. Encourage attendance of fall training session for school council (LP) <ul style="list-style-type: none"> <li>✓ Training held on 9-25-12</li> </ul> 3. Coordinate RTI, SST, and 504 services. (WM) <ul style="list-style-type: none"> <li>• Support student transition between grade levels through collaborative meetings with teachers.</li> </ul> 4. Implement Watch D.O.G.S (Dads of Good Students) (RM) <ul style="list-style-type: none"> <li>✓ Orientation Meeting on 8-28-12</li> </ul>	<b>Gifted Parent Involvement</b> <ul style="list-style-type: none"> <li>• FY2011: 5 family/community activities</li> <li>• FY2012: three documented activities for involving family &amp; community in gifted education services</li> <li>• FY2013: four documented activities for involving family &amp; community in gifted education services</li> </ul> <b>Teachers trained in foundations of RTI</b> <ul style="list-style-type: none"> <li>• FY2011: 100%</li> <li>• FY2012:100% - goal</li> <li>• FY2013:100%</li> <li>• FY2014:100%</li> </ul>

**Strategic Objective II: Improving Organizational and Operational Effectiveness**

Performance Objective	Initiatives	Action Steps	Performance Targets/Actual
<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"> <li>Train staff in correct sanitation procedures (JD)</li> <li>Improve customer service and quality of meals (JD)</li> <li>Improve school-wide breakfast participation (JD)</li> <li>Improve school-wide lunch participation (JD)  <ul style="list-style-type: none"> <li>✓ Initial meeting: Nutrition Advisory Council 1-16-13</li> </ul> </li> </ol>	<p><b>Health sanitation scores</b></p> <ul style="list-style-type: none"> <li>FY2011: 97.5</li> <li>FY2012: 98</li> <li>FY2013: 98</li> <li>FY2014: 98</li> </ul> <p><b>School-wide lunch participation:</b></p> <ul style="list-style-type: none"> <li>FY2011: 66%</li> <li>FY2012: 69% / 64.6% (target/actual)</li> <li>FY2013: 70%</li> <li>FY2014: 71%</li> </ul> <p><b>School-wide breakfast participation:</b></p> <ul style="list-style-type: none"> <li>FY2011: 41%</li> <li>FY2012: 45% / 42.9% (target/actual)</li> <li>FY2013: 47%</li> <li>FY2014: 49%</li> </ul>
	<p>II.1.b To improve access to and the reliability of hardware, software, and technology networking</p>	<ol style="list-style-type: none"> <li>Purchase updated classroom technology as budget allows. (LP)  <ul style="list-style-type: none"> <li>✓ Purchased iPads for PEC teachers; purchased 50 iPads with 2 carts with Title 1 funds – used in Early Bird groups, throughout the day, after school tutoring and in the After School Program – September 2012</li> <li>✓ Each grade level submitted a schedule for the daily/weekly use of their assigned iPads.</li> </ul> </li> <li>Improve the completion time of technology work orders. (CS)</li> <li>Monitor the need to add network drops and wireless access where needed as the need exists and the budget allows. (CS)</li> <li>Schedule, manage, and assist the contractor with the installation of instructional technology in classrooms as the budget allows. (LP, CS, AB)</li> </ol>	<p><b>Classroom Computers</b></p> <ul style="list-style-type: none"> <li>FY2012/2013: 100% of regular ed classrooms with at least one modern computer for instruction.</li> </ul> <p><b>Work Orders Completed:</b></p> <ul style="list-style-type: none"> <li>FY2012: 100% within 3.25 days</li> <li>FY2013: 100% within 3 days</li> <li>FY2014: 100% within 3 days</li> </ul> <p><b>Wireless Access</b></p> <ul style="list-style-type: none"> <li>FY2011: 100%</li> <li>FY2012: 100% of instructional areas with wireless access</li> <li>FY2013: 100% of instructional areas with wireless access</li> <li>FY2014: 100% of instructional areas with wireless access</li> </ul> <p><b>SMART Board Installations</b></p> <ul style="list-style-type: none"> <li>FY2011: 34</li> <li>FY2012: 38 (+3T1, 3support, 1 PEC)</li> <li>FY2013: 41</li> <li>FY2014: 100%</li> </ul>
	<p>II.1.c. To improve preventative/ground maintenance, custodial services at the school facilities</p>	<ol style="list-style-type: none"> <li>Continue use of Maintenance Direct to schedule and track system maintenance (JD)</li> <li>Implement program for tracking and documenting HVAC system preventative maintenance. (JD)</li> <li>Implementation of Spartan Custodial Certification Program (LP, SM, JD, CM)</li> <li>Implementation of Compuclean Custodial Software, phase 2 release (LP, SM, JD, CM)</li> <li>Involve the facility staff in the evaluation process of the custodial staff (LP)  <ul style="list-style-type: none"> <li>✓ Updated faculty/staff of upcoming Facilities Check: 10-2-12</li> </ul> </li> </ol>	<p><b>Minimum Cleanliness Standards Met</b></p> <ul style="list-style-type: none"> <li>FY2011: 98%</li> <li>FY2012: 100%</li> <li>FY2013: 100%</li> <li>FY2014: 100%</li> </ul> <p><b>Minimum Certification Requirements Met</b></p> <ul style="list-style-type: none"> <li>FY2011: 100%</li> <li>FY2012: 100%</li> <li>FY2013: 100%</li> <li>FY2014: 100%</li> </ul> <p>All facilities will have current asbestos inspection</p>



		<ul style="list-style-type: none"> <li>▪ <b>Completed Facilities Inspection: 10-11-12</b></li> </ul> <ol style="list-style-type: none"> <li>6. Update AHERA management plans (LP, SM, JD)</li> <li>7. Work with lead custodians on leadership skills, inventory management, and time management (LP) <ul style="list-style-type: none"> <li>✓ Custodians and administrators have been trained by C. Miller on ordering and inventories – Sept. 2012.</li> <li>✓ Dumas and Middlebrooks – CPR training – 10-05-12.</li> </ul> </li> </ol>	and management plans. Asbestos inspections and management plans will be sent to Georgia DOE as required in a timely manner.
	II.1.d. To plan for and construct schools, classrooms, and facilities	<ol style="list-style-type: none"> <li>1. Participate in a detailed Facilities Study (LP, SM, JD)</li> <li>2. Maintenance of a five year plan (LP, SM, JD)</li> </ol>	<p><b>FY2012:</b></p> <ul style="list-style-type: none"> <li>• Priorities within the State Local Facilities Plan will be evaluated with a dated detailed timeline to ensure the flow of the five year plan</li> </ul> <p><b>FY2013:</b></p> <ul style="list-style-type: none"> <li>• Forms and paperwork process begins for the updating of the current five year plan to prepare to be sent to Georgia DOE</li> </ul>
	II.1.e. To improve Operational effectiveness through incorporation of SmartEnergy Schools strategies within the system	<ol style="list-style-type: none"> <li>1. Provide to staff monthly utility usage reports (LP)</li> <li>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)</li> </ol>	
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"> <li>1. Continue with ClassKeys implementation (All) <ul style="list-style-type: none"> <li>✓ Class Keys meetings were held with teachers in September</li> <li>✓ Formal Observations: 1/18-31/13</li> </ul> </li> <li>2. Support ClassKeys professional learning communities (All)</li> <li>3. Collect teacher evaluations within specified timelines (LP, DS) <ul style="list-style-type: none"> <li>• Review evaluations with teachers</li> </ul> </li> <li>4. Recruit qualified teachers and paraprofessionals using the county adopted application process (LP, DS)</li> </ol>	<p><b>Class Keys Training</b></p> <ul style="list-style-type: none"> <li>• FY2011: 100%</li> <li>• FY2012: 100%</li> <li>• FY2013: 100%</li> <li>• FY2014: 100%</li> </ul> <p><b>Highly Qualified Certified Staff</b></p> <ul style="list-style-type: none"> <li>• FY2011: 100%</li> <li>• FY2012: 100%</li> <li>• FY2013: 100%</li> <li>• FY2014: 100%</li> </ul> <p><b>Highly Qualified Paraprofessional Staff</b></p> <ul style="list-style-type: none"> <li>• FY2011: 100%</li> <li>• FY2012: 100%</li> <li>• FY2013: 100%</li> <li>• FY2014: 100%</li> </ul>
	II.2.b To provide a safe and efficient transportation program for the staff and students of Jones County	<ol style="list-style-type: none"> <li>1. To support the transportation department by providing disciplinary support as needed (LP, DS)</li> <li>2. Provide bus safety programs to the children to support safe transportation habits (All) <ul style="list-style-type: none"> <li>✓ Lessons taught through PE (AW)</li> <li>✓ Information posted on Watts’ website: powerpoint from GADOE, grade specific information</li> <li>✓ Bus Safety Lesson and Evacuation: 10-24-12</li> </ul> </li> </ol>	<p><b>TARGETS:</b></p> <ul style="list-style-type: none"> <li>• FY2013:100% of incidents addressed</li> <li>• FY2013:100% of students receive bus safety instruction</li> <li>• FY2013:100% of students are accident/incident free on bus</li> <li>•</li> </ul>

<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"> <li>1. Provide detailed budget report and analysis for all activity accounts and grants every 60 days (LP, VP)</li> <li>2. Participate in yearly audit of school financial accounts (VP, LP)</li> <li>3. Continue Medicaid billing and ACE claiming (BB)</li> </ol>	<ul style="list-style-type: none"> <li>• FY2012:All designated therapists will submit 60% Medicaid ACE billing/ 87% billed (target/actual)</li> <li>• FY2013:All designated therapists will submit 65% Medicaid ACE billing</li> <li>• FY2014:All designated therapists will submit 70% Medicaid ACE billing</li> </ul>
<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"> <li>1. Completion of school CIP and BSC – October 5, 2012 (LP, DS) ✓ Sent on 10-04-12</li> <li>2. School CIP and BSC plans will be posted on School Website – October 19, 2012 (LP, DS) ✓ Completed</li> <li>3. Participate in Summer Leadership Training to provide guidance for school improvement initiatives (LP, DS, KB) <ul style="list-style-type: none"> <li>• Follow-up sessions in July 2012 (Completed)</li> </ul> </li> <li>4. Participate in monthly Principal’s meetings (LP) <ul style="list-style-type: none"> <li>• Embedded professional learning activities for principals (ClassKeys, CCGPS, etc...) ✓ Ongoing</li> </ul> </li> <li>5. Conduct school BST meetings monthly (LP, DS) <ul style="list-style-type: none"> <li>• Create common depository for monthly agendas and minutes (KB)</li> </ul> </li> <li>6. Conduct formal and informal performance reviews with BOE (LP, DS) ✓ Completed 10-22-12</li> <li>7. Create a CCRPI for GES (LP, DS) ✓ Ongoing beginning with Attendance data released 10-1-12</li> <li>8. Provide updated SACS/CASI information/reports (LP) <ul style="list-style-type: none"> <li>✓ SACS 1 and 2 submitted to Foskey/Jacobs on 9-7-12.</li> <li>✓ SACS 3 and 4 submitted to Foskey/Jacobs on 10-4-12.</li> <li>✓ SACS 5 submitted to Foskey/Jacobs on 11-1-12.</li> <li>✓ SACS information completed and entered into ASSIST on 12-4-12.</li> </ul> </li> <li>8. Monitor the utilization of GAPSS findings (LP) <ul style="list-style-type: none"> <li>✓ Discussed in Class Keys meetings in September and in SACS meetings</li> </ul> </li> <li>10. Support school level grant writing teams (LP, DS) <ul style="list-style-type: none"> <li>• Grants aligned with school needs as stated in the CIP</li> </ul> </li> </ol>	<p><b>School updated CIP</b></p> <ul style="list-style-type: none"> <li>• FY2011:Yes</li> <li>• FY2012:Yes</li> <li>• FY2013:Yes</li> <li>• FY2014:Yes</li> </ul> <p><b>GAPSS Analysis</b></p> <ul style="list-style-type: none"> <li>• FY2011: NA</li> <li>• FY2012:Elementary School Program (3)</li> <li>• FY2013:Middle School Program (2) and (1) Elementary</li> <li>• FY2014: High School Program</li> </ul>

**Strategic Objective III: Professional Learning and Growth**

Performance Objective	Initiatives	Action Steps	Performance Targets
<p>Objective III.1: <i>Effective Continuous staff learning and growth through targeted Professional Learning</i></p>	<p>III.1.a To improve the effectiveness of Standards-Based Teaching and Learning throughout the system</p>	<ol style="list-style-type: none"> <li>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"> <li>Monitor monthly summaries of observations (percentages) and report at Principal meetings                                     <ul style="list-style-type: none"> <li>Ensure that analysis of observation data regarding standards-based teaching and learning is cascaded to instructional staff</li> </ul> </li> </ul> </li> <li>Support and monitor the use of PD360 as a professional development tool (aligned with ClassKeys and School Improvement) (LP, DS, KB)</li> <li>Continue to support professional learning communities at all grade levels (LP, DS, KB)                             <ul style="list-style-type: none"> <li>PLC topics should reflect CCGPS and the results of formative/summative assessments and observation data and how they are used to adjust instruction</li> <li>Data Teams (horizontal) will meet a minimum of twice each month to analyze individual, grade level, and school wide data to guide instruction within the classrooms as well as instruction during flexible grouping (Intervention/Enrichment)</li> <li>Vertical Teams will meet monthly to address best practices for instruction and programs such as discipline, media, public relations, and safety.                                     <ul style="list-style-type: none"> <li>✓ Ongoing</li> <li>✓ Common Planning Day for CCGPS:   <ul style="list-style-type: none"> <li>Kindergarten - 11-14-12</li> <li>1st Grade – 11-1-12</li> <li>2nd Grade – 11-12-12</li> <li>3rd Grade – 11-15-12</li> <li>4th Grade – 11-7-12</li> <li>5th Grade – 11-13-12</li> </ul> </li> </ul> </li> </ul> </li> <li>Participate in a book study, <i>Out of My Mind</i> by Sharon M. Draper                             <ul style="list-style-type: none"> <li>✓ Ongoing</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>FY2013: Will provide analysis of classroom walk-throughs on a monthly basis and disseminate to instructional staff</li> </ul>
	<p>III.1.b Support increased academic achievement of students with disabilities</p>	<ol style="list-style-type: none"> <li>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"> <li>Autism training for paraprofessionals: 9-26-12 and 10-2-12</li> <li>Assess training needs</li> </ul> </li> <li>Support the training of GAA process (DS, LP)</li> </ol>	<p><b>GAA Training</b></p> <ul style="list-style-type: none"> <li>FY2011: 100%</li> <li>FY2012: 100%</li> <li>FY2013: 100%</li> <li>FY2014: 100%</li> </ul>

Performance Objective	Initiatives	Action Steps	Performance Targets
		<ul style="list-style-type: none"> <li>• Provide mandatory training for all GAA involved teachers ✓ Completed 9-12-12 (AS, LB, DS)</li> <li>• Monitor school GAAs in December 2012 and March 2013 ✓ Delivered to CFoskey: 12-12-12 (DS)</li> <li>3. Support the alignment of curriculum for PEC ACCESS courses (as prescribed by GAA) (LP, DS, EM) ✓ Collaboration and Review meeting: 10-5-12 (AS, LB)</li> <li>4. Train and support the use of assistive technology as appropriate (LP, DS, BB)               <ul style="list-style-type: none"> <li>• iPads (50) will be utilized through grade level activities such as center based learning with the classrooms as well as targeted instruction through PEC, EIP, and Title services. ✓ iPad roll-out in September</li> </ul> </li> </ul>	<p><b>Percent of Scorables for GAA</b></p> <ul style="list-style-type: none"> <li>• FY2011: 100%</li> <li>• FY2012: 100%</li> <li>• FY2013: 100%</li> <li>• FY2014: 100%</li> </ul>
	<p>III.1.c To provide technology training to all staff</p>	<p>1. Train and monitor effective use of instructional and administrative technology, including but not limited to: (LP, DS, CS)</p> <ul style="list-style-type: none"> <li>• Teacher Web pages (LP, DS, CS) ✓ Guidelines emailed to teachers on 9-8-12.</li> <li>• Film production (CS)</li> <li>• Observation 360 (LP, DS)</li> <li>• PDExpress (LP, DS, KB, Leads)</li> <li>• PD360 (KB, Leads)</li> <li>• Math-related instruction (CS)</li> <li>• STAR Reading (CS)</li> <li>• STAR Math (CS)</li> <li>• Student-produced video/film (CS)</li> <li>• Web 2.0 tools (CS)</li> <li>• SMART Products (CS, KB) ✓ Training 9-12-12, 10-2-12</li> <li>• Student Response Systems (MH)</li> <li>• Data Director (KB)</li> <li>• SEMSTracker (LP, DS, PEC teachers)</li> <li>• McAleer (VP, LP, DS) ✓ DS trained 1/21/13 by Harvey</li> <li>• Infinite Campus (TS, LP, DS) ✓ Behavior Management Training 10-25-12 (DS, LP)</li> <li>• Gradebook Pilot: Infinite Campus (VB, RP, KJ, KC, LP, LF, TW, LP, DS) ✓ Training 7-31-12, 9-6-12 (teachers), 9-7-12 (TS)</li> <li>• ABE (KB)</li> </ul>	<p><b>TARGETS: Instructional Technology</b></p> <ul style="list-style-type: none"> <li>• FY2013/FY2014:Instructional Technology Course goals defined in technology CIP</li> </ul> <p><b>TARGETS: Student Information/Data</b></p> <ul style="list-style-type: none"> <li>• 2013/2014: Monthly Data Clerk Meetings / Administrative Updates / On Time State Data Collections Sign off</li> <li>• FY2013/2014: FY2013 - 50% of Elementary School engaged in electronic grade reporting. FY2014 – 100% elementary grade reporting online</li> </ul> <p><b>TARGETS: Instructional Technology</b></p> <ul style="list-style-type: none"> <li>• FY2013/FY2014: 100% of appropriate staff trained on SchoolCenter, PDExpress, Accelerated Math/STAR Math</li> <li>• FY2013/FY2014:100% of instructional technology courses shall reflect and infuse the ISTE NETS-S and NES-T standards</li> <li>• FY2013/FY2014:technology walk-throughs (K-12) shall be performed monthly</li> </ul>

Performance Objective	Initiatives	Action Steps	Performance Targets
	III.1.d To support continuous improvement training	<ol style="list-style-type: none"> <li>Participate in June and July Leadership Trainings for administrative teams (LP, DS, KB)</li> <li>Continue attending regular Graduation Matters Meetings and break-out sessions (DS, KB, CS, KJB, WM)</li> </ol>	<b>Attendance at Graduation Matters meetings/principal’s meetings</b> <ul style="list-style-type: none"> <li>FY2013:100%</li> <li>FY2014:100%</li> </ul>
	III.1.e To support individual school professional learning	<ol style="list-style-type: none"> <li>Provide guidance for alignment of available resources to identified professional learning needs (LP, DS)</li> <li>Monitor implementation of individual professional learning plans on PD Express (LP)                             <ul style="list-style-type: none"> <li>Approve <i>Course Proposals</i> for grade levels/groups (LP)</li> <li>Approve <i>Out-of-District Activity Proposals</i> for school staff (LP)</li> </ul> </li> <li>Analyze the frequency of teacher absences from attending professional learning activities (LP)</li> </ol>	<b>Professional Learning Needs</b> <ul style="list-style-type: none"> <li>FY2013/FY2014:100% of faculty/staff have professional learning plans that are aligned to school CIP</li> </ul>
	III.1.f To ensure efficient and effective support services by training non-certified staff	<ol style="list-style-type: none"> <li>Continue the monthly Local School Accountant (LSA) training using McAleer (VP)                             <ul style="list-style-type: none"> <li>✓ Ongoing</li> </ul> </li> <li>Continue the monthly data clerk training on Infinite Campus (TS)                             <ul style="list-style-type: none"> <li>✓ Ongoing</li> </ul> </li> <li>Support the continued use of a comprehensive custodial training program (LP, SM, JD)</li> <li>Support a comprehensive plan for office support staff (LP, VP, TS)                             <ul style="list-style-type: none"> <li>Office norms (roles and responsibilities)</li> <li>Build skill set for effective oral and written communication</li> <li>Cross training</li> <li>Continuous improvement learning community</li> </ul> </li> <li>Conduct an annual training on FERPA (Family Education Rights and Privacy Act) (LP) <b>Completed 8-2-12</b></li> </ol>	<b>FERPA Training</b> <ul style="list-style-type: none"> <li>FY2011: 100%</li> <li>FY2012: 100%</li> <li>FY2013: 100%</li> <li>FY2014: 100%</li> </ul>
	III.1.g To provide training to support CCGPS	<ol style="list-style-type: none"> <li>Support DOE provided K-12 CCGPS training (KB, LP, DS)                             <ul style="list-style-type: none"> <li>✓ <b>Georgia's Roadmap for Transitioning to the New Assessment: MGRESA 11-8-12 (LP, DS, KB)</b></li> </ul> </li> <li>Support training for Instructional Coaches in CCGPS and support re-delivery to schools (LP, DS, KB)</li> </ol>	<b>CCGPS Training</b> <ul style="list-style-type: none"> <li>FY2011: NA</li> <li>FY2012: 100%</li> <li>FY2013: 100%</li> <li>FY2014: 100%</li> </ul>
<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"> <li>Examine the results of the data regarding professional learning needs and policy requirements to make adjustments to plans as needed. (LP, DS, KB)</li> </ol>	<b>Professional Learning Alignment to CIP</b> <ul style="list-style-type: none"> <li>FY2011: 100%</li> <li>FY2012:100%</li> <li>FY2013:100%</li> <li>FY2014:100%</li> </ul>

**Strategic Objective IV: School Climate and Stakeholder Satisfaction**

Performance Objective	Initiatives	Action Steps	Performance Targets/Actual
<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"> <li>1. Review school safety plan (LP, DS, KJB, KS)                             <ul style="list-style-type: none"> <li>• Distribute copies of the school safety plan to faculty/staff                                     <ul style="list-style-type: none"> <li>✓ Given to BST members to share with grade levels/groups for suggestions: 1/11/13</li> </ul> </li> <li>• Revise/edit protocol of contact from school level to Central Office</li> <li>• Conduct a mock school disaster drill</li> <li>• Conduct a school table top scenario (School Safety Team)                                     <ul style="list-style-type: none"> <li>✓ October 30, 2012</li> </ul> </li> <li>• Involve all key school departments in reviewing safety plans (transportation, facilities, receptionists, nutrition, etc.)</li> <li>• Assess school’s CPR certified staff needs</li> <li>• Provide training for staff in CPR                                     <ul style="list-style-type: none"> <li>✓ Training: 10-5-12</li> </ul> </li> <li>• Continue participation in Safe Routes to Schools Program through GADOT</li> </ul> </li> <li>2. Monitor procedures to ensure implementation of local policy on seclusion/restraint (LP, DS)                             <ul style="list-style-type: none"> <li>✓ Trainer Meeting: 8-21-12 (CS)</li> <li>✓ Mindset Recertification: 9-26-12, 10-18-12, 1/18/13</li> <li>✓ Mindset Training: 10-5-12, 10-17-12, 11-28-12, 11-29-12, 1-17-13, 1-18-13</li> </ul> </li> <li>3. Monitor procedures to ensure implementation of local policy on bullying (LP)                             <ul style="list-style-type: none"> <li>✓ Policy Reviewed 8-2-12</li> </ul> </li> <li>4. Provide training to staff on needs of Diabetic students (PS)                             <ul style="list-style-type: none"> <li>✓ Completed 8-2-12, 11-13-12</li> </ul> </li> <li>5. Provide training to staff on Epipen use and anaphylaxis (PS)                             <ul style="list-style-type: none"> <li>✓ Completed 8-2-12, 11-13-12</li> </ul> </li> <li>6. Participate in Cybersafety Training (CS, KJB, MH)                             <ul style="list-style-type: none"> <li>✓ 8-31-12, 9-7-12, 9-12-12, 9-28-12, 10-5-12, 10-12-12, 10-25-12</li> </ul> </li> </ol>	<p><b>CPR Certification</b></p> <ul style="list-style-type: none"> <li>• FY2011: 14 %</li> <li>• FY2012:50% of staff</li> <li>• FY2013:75/77% of staff</li> <li>• FY2014:85% of staff</li> </ul> <p><b>Mindset Certification</b></p> <ul style="list-style-type: none"> <li>• FY2012:50% of staff</li> <li>• FY2013:75% of staff</li> <li>• FY2014:85% of staff</li> </ul> <p><b>Safety Course Certifications</b></p> <ul style="list-style-type: none"> <li>• FY2012:20 Safety Course Sessions w/ GEMA</li> <li>• FY2013:25 Safety Course Sessions w/GEMA</li> <li>• FY2014: Integrate additional organizational involvement in training sessions</li> <li>• FY2012:100% NIMS Compliant</li> <li>• FY2012:100% GAINS Reporting</li> <li>• FY2012:Safe Schools Interagency Teams Maintained</li> </ul>
<p>Objective IV.2: <i>Students, staff, parents, and community will be satisfied and involved with the direction of the schools and system</i></p>	<p>IV.2.a To improve system personnel perception of Central Office support and communication with the schools</p>	<ol style="list-style-type: none"> <li>1. Provide visitation opportunities for central office staff (LP, DS)                             <ul style="list-style-type: none"> <li>• School Events                                     <ul style="list-style-type: none"> <li>✓ Grandparents Breakfast 9-7-12</li> <li>✓ Fall Festival 10-20-12</li> <li>✓ BOE Visit 10-22-12</li> </ul> </li> <li>• BST Meetings</li> <li>• Walkthroughs, etc..</li> </ul> </li> </ol>	

	<p>IV.2.b To increase staff, parent, student, and community perceptions of school quality</p>	<ol style="list-style-type: none"> <li>1. Examine results of stakeholder satisfaction survey conducted (LP, DS) <ul style="list-style-type: none"> <li>✓ SACS survey results examined and discussed in ASSIST narratives 12-3-12</li> </ul> </li> <li>2. Conduct regular stakeholder meetings for Title I, EIP, and Special Education (LP, DS, SB, RM, EM teachers) <ul style="list-style-type: none"> <li>✓ Title/EIP <ul style="list-style-type: none"> <li>▪ EIP Intervention Night 8-16-12</li> <li>▪ Title 1 Night 8-28-12</li> <li>▪ Food and Family Learning Workshops: 9-11-12, 11-5-12, 1-15-13</li> </ul> </li> <li>✓ Special Education</li> </ul> </li> <li>3. Conduct focus group meetings as needed to solicit input on selected topics and subjects (LP, DS, RM) <ul style="list-style-type: none"> <li>✓ Initial meeting: Nutrition Advisory Council 1-16-13</li> </ul> </li> <li>4. Provide opportunities for communication with various media outlets (RM, all)</li> </ol> <p>Survey question for FY 2012: Do you think all the children in your child's school have the same chance for a good education?</p>	<p><b>Stakeholder Perception of School Quality Participation</b></p> <ul style="list-style-type: none"> <li>• FY2011: 1%</li> <li>• FY2012: 8%</li> <li>• FY2013: 35 %</li> </ul> <p>FY2014: ≥50%  FY2011 – Title IIA Survey only 8 parents responded out of 610  FY2012 – Title IIA Survey- 71 out of 639  FY2013 596 students</p> <p><b>Stakeholder Perception of School Quality</b></p> <ul style="list-style-type: none"> <li>• FY2011: 14 %</li> <li>• FY2012:90%</li> <li>• FY2013:95%</li> <li>• FY2014: ≥95%</li> </ul>
	<p>IV.2.c To increase regular and consistent school attendance in grades K-12</p>	<ol style="list-style-type: none"> <li>1. Monitor the implementation of the Jones County Attendance Plan and protocols (LP, DS, KJB, TS, teachers) <ul style="list-style-type: none"> <li>✓ Ongoing</li> </ul> </li> <li>2. Ensure the accuracy of school attendance and other school records (LP, DS, Bryant, TS, teachers)</li> </ol>	
	<p>IV.2.d To increase community/business partnerships and volunteer hours</p>	<ol style="list-style-type: none"> <li>1. Create a formal Business Partners in Education Program (LP, RM) <ul style="list-style-type: none"> <li>• Establish steering committee, timeline, and calendar</li> <li>• Develop plans to formally recognize business partners (event)</li> </ul> </li> </ol>	<p>TARGETS:</p> <ul style="list-style-type: none"> <li>• FY2012:develop partnership guidelines</li> </ul>