

**Gray Station Middle School  
Continuous Improvement Plan  
2012 -2013**

**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 for Science/SS)/Common Core Georgia Performance Standards(CCGPS) for Language Arts/Math</i></p>	<p>I.1.a: To align and implement curriculum, instruction, and assessment to the GPS</p>	<ol style="list-style-type: none"> <li>Monitor the implementation of curriculum notebooks/maps and ensure they are updated as appropriate (WC, DH, DGH) <ul style="list-style-type: none"> <li>Instructional Calendar</li> <li>Standards (with identified “priority” standards)</li> <li>Unit Frameworks (In-Progress)</li> <li>Curriculum Maps aligned with GPS/CCGPS</li> <li>Lesson Plans (including differentiated instruction, common formative assessments, and performance tasks)</li> </ul> </li> <li>Use classroom walk-throughs, department meetings, grade level/content meetings and work sessions to ensure that teachers are implementing the curriculum with fidelity. (WC, DH, DGH)</li> <li>Monitor the development of units that align with CCGPS. (All faculty) <ul style="list-style-type: none"> <li>Math</li> <li>ELA</li> <li>ELA in History, Science, Technical Subjects</li> </ul> </li> <li>Implement system-wide benchmarks aligned to GPS/CCGPS (DH, DGH) <ul style="list-style-type: none"> <li>Faculty analysis of data (CRCT/Benchmark)</li> <li>School reports quarterly (October, February, April)</li> <li>“State of the Schools” communication to stakeholders after each benchmark cycle</li> </ul> </li> <li>Implement system-wide CFAs aligned to GPS/CCGPS</li> <li>Vertically align 6-8 mathematics (including Pre-AP), language arts, social studies, and science (All Faculty)</li> </ol>	<table border="1" style="width: 100%; text-align: center;"> <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>6</td> <td>2011:94% 2012:≥94% 2013:≥95%</td> <td>2011:94% 2012:≥94% 2013:≥95%</td> <td>2011:84% 2012:88% 2013:92%</td> </tr> <tr> <td>7</td> <td>2011:95% 2012:≥95% 2013≥96%</td> <td>2011:97% 2012:≥97% 2013≥98%</td> <td>2011:94% 2012:&gt;94% 2013:95%</td> </tr> <tr> <td>8</td> <td>2011:97% 2012:≥97% 2013≥97%</td> <td>2011:94% 2012:&gt;94% 2013:95%</td> <td>2011:69% 2012:82% 2013:86%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="4">CRCT: All Students - Science</th> </tr> <tr> <th>G</th> <th>2011</th> <th>2012</th> <th>2013</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>76%</td> <td>81%</td> <td>86%</td> </tr> <tr> <td>7</td> <td>91%</td> <td>93%</td> <td>95%</td> </tr> <tr> <td>8</td> <td>74%</td> <td>79%</td> <td>84%</td> </tr> </tbody> </table>	CRCT: All Students				G	Reading	ELA	Math	6	2011:94% 2012:≥94% 2013:≥95%	2011:94% 2012:≥94% 2013:≥95%	2011:84% 2012:88% 2013:92%	7	2011:95% 2012:≥95% 2013≥96%	2011:97% 2012:≥97% 2013≥98%	2011:94% 2012:>94% 2013:95%	8	2011:97% 2012:≥97% 2013≥97%	2011:94% 2012:>94% 2013:95%	2011:69% 2012:82% 2013:86%	CRCT: All Students - Science				G	2011	2012	2013	6	76%	81%	86%	7	91%	93%	95%	8	74%	79%	84%
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		7. Implement Common Formative Assessments (CFA) based on priority standards for each content area and analyze data from CFAs  8. Participate in the implementation of the <i>Teachers as Advisors Program</i> at 6-8 grades. (JW, SE) <ul style="list-style-type: none"> <li>Attend monthly TAA meetings and work sessions (JW, SE)</li> </ul> 9. Implement and facilitate support of ACCESS for identified EL students (DH)																																																					
	I.1.b To close the achievement gap among different school populations (SWD, ED, Minority)	1. Develop a method for tracking at-risk students (WC, DH, SE, DGH) <ul style="list-style-type: none"> <li>Maintain Data Room to facilitate teacher use and analysis of data (WC, DH, DGH)</li> <li>Implement Frequent Flyers program (Committee, WC, DH, DGH)?</li> <li>ABE Program (BH)</li> <li>RTI, Progress Monitoring (Teachers, SE, DH, CS)</li> <li>Universal Screeners (Teachers, SE, DH, CS)</li> <li>Counseling Sessions (SE, JW)</li> <li>Graduation Coach monitors student progress (KS)</li> </ul> 2. Ensure the implementation of progress monitoring for students with disabilities in math and reading 6-8 (WC, SE, DGH, PEC) <ul style="list-style-type: none"> <li>Implement GRASP as a progress monitoring system</li> <li>Attend monthly system level PEC progress monitoring meetings (SM)</li> <li>PEC teachers will participate in annual data audit (SM)</li> <li>Meet monthly with PEC lead teachers to review progress monitoring data (SM, JM)</li> <li>PEC teachers scheduled to remediate PEC students each Friday during scheduled interventions (WC, DH, DGH, PEC teachers)</li> <li>General education teachers scheduled to remediate RTI students each Friday during scheduled interventions (WC, DH, DGH, Teachers)</li> <li>Develop a CWT form specific to observation of PEC</li> </ul>	<table border="1"> <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>6</td> <td>11: 66% 12: 80% 13: 82%</td> <td>11: 91% 12: 93% 13: 95%</td> <td>11: 12: 13:</td> </tr> <tr> <td>7</td> <td>11: 77% 12: 82% 13: 86%</td> <td>11: 93% 12: 95% 13: &gt;95%</td> <td>11: 12: 13:</td> </tr> <tr> <td>8</td> <td>11: 86% 12: 88% 13: 90%</td> <td>11: 95% 12: &gt;95% 13: &gt;95%</td> <td>11: 12: 13:</td> </tr> </tbody> </table> <table border="1"> <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>6</td> <td>11: 42% 12: 72% 13: 80%</td> <td>11: 75% 12: 80% 13: 85%</td> <td>11: 12: 13:</td> </tr> <tr> <td>7</td> <td>11: 78% 12: 82% 13: 86%</td> <td>11: 86% 12: 89% 13: 92%</td> <td>11: 12: 13:</td> </tr> <tr> <td>8</td> <td>11: 42% 12: 72% 13: 80%</td> <td>11: 50% 12: 72% 13: 80%</td> <td>11: 12: 13:</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>6</td> <td>11: 76%</td> <td>11: 91%</td> <td>11:</td> </tr> </tbody> </table>	CRCT Subgroups READING				G	SWD	AA	SES	6	11: 66% 12: 80% 13: 82%	11: 91% 12: 93% 13: 95%	11: 12: 13:	7	11: 77% 12: 82% 13: 86%	11: 93% 12: 95% 13: >95%	11: 12: 13:	8	11: 86% 12: 88% 13: 90%	11: 95% 12: >95% 13: >95%	11: 12: 13:	CRCT Subgroups MATH				G	SWD	AA	SES	6	11: 42% 12: 72% 13: 80%	11: 75% 12: 80% 13: 85%	11: 12: 13:	7	11: 78% 12: 82% 13: 86%	11: 86% 12: 89% 13: 92%	11: 12: 13:	8	11: 42% 12: 72% 13: 80%	11: 50% 12: 72% 13: 80%	11: 12: 13:	CRCT Subgroups ELA				G	SWD	AA	SES	6	11: 76%	11: 91%	11:
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		<p>teachers in collaborative settings (JM and All PEC Staff)</p> <p>3. Monitor the Response to Intervention (RTI) protocol (WC, SE, DGH, CS)</p> <ul style="list-style-type: none"> <li>Teachers will use GRASP as a progress monitoring tool</li> <li>Conduct bi-weekly meetings with all grade-level teachers to gather data regarding interventions and progress monitoring for individual students</li> <li>Subpopulations clearly identified with disaggregated data results for the purpose of adjusting instruction for Tier 2 and Tier 3 students</li> <li>Use of RTI monitoring software for the purpose of universal screening for Mathematics and Reading</li> <li>Teachers will complete yearly needs-assessment survey               <ul style="list-style-type: none"> <li>Coordinate professional learning needs as necessary regarding the survey results (JM, SM)</li> </ul> </li> <li>Utilize the system RTI Protocol Handbook (SE)</li> <li>Supervise RTI interventions to ensure that set protocols are being addressed as defined (WC, DH, SE, CS, DGH))</li> <li>RTI Coordinator participates in monthly district task force meetings (SE)</li> </ul> <p>4. Develop and implement after-school programs and instructional extensions (DH)</p> <ul style="list-style-type: none"> <li>Plan will be developed and submitted for approval</li> <li>Plan will be implemented when 20 day funds become available</li> </ul> <p>5. Encourage participation of county-wide BST representative, William Mathews (WC)</p> <p>6. Support and participate in Summer 2013 additional support to incoming ninth grade students (KS)</p> <p>7. Increase the effectiveness of inclusion (co-teaching) at all grade levels, 6-8 (WC, DH, SM, DGH)</p> <ul style="list-style-type: none"> <li>Utilize peer coaching to improve effectiveness of co-teachers</li> <li>Conduct walkthroughs in co-taught classrooms</li> <li>Actively seek new technology initiatives to be used in co-</li> </ul>		12: 80% 13: 84%	12: 93% 13: 95%	12: 13:
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		<p>taught classrooms (LH, DGH)</p> <ol style="list-style-type: none"> <li>8. Utilize each Friday’s adjusted schedule to remediate and enrich students in various content areas for the first 20 minutes of each content area class (All Teachers, WC, DH, DGH)</li> <li>9. Monitor the progress of EL/ESOL students throughout the school (DH, JM) <ul style="list-style-type: none"> <li>• Monthly meetings with Task Force</li> <li>• Provide on-going training on WIDA Standards (Can-Do Descriptors) instruction to Task Force and classroom teachers</li> </ul> </li> <li>10. Acceleration for students through differentiation and remediation/enrichment time on Fridays</li> </ol>	
<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"> <li>1. Participate in the implementation of classroom walkthrough observations using Observation 360 (CLASS Keys Observations) (WC, DH, DGH) <ul style="list-style-type: none"> <li>• Participate in training of administrators, instructional coaches, and district office personnel in the consistent use of the instrument: <ul style="list-style-type: none"> <li>○ Learning goals aligned with GPS and communicated by the instructor</li> <li>○ Content specific vocabulary is developed in context using a working Word Wall</li> <li>○ Instruction is differentiated to meet student readiness levels, learning profiles, and interests</li> <li>○ Instruction and tasks reinforce students’ understanding of the purpose for what they are learning and its connection to the world beyond the classroom</li> <li>○ The classroom instructor implements grouping strategies</li> <li>○ The use of technology is integrated effectively into instruction</li> <li>○ Students effectively use technology during the class period</li> <li>○ Formative assessments are utilized during instruction</li> </ul> </li> </ul> </li> </ol>	<p><b>ClassKeys Observations</b></p> <ul style="list-style-type: none"> <li>• Each teacher will receive a minimum of two informal ClassKeys observations per year</li> <li>• Each teacher will receive one formal ClassKeys or GTOI observation per year</li> <li>• All school administrators, instructional coaches, and teacher leaders will trained in the use of the evaluation process</li> </ul>

Performance Objective	Initiatives	Action Steps	Performance Targets
		<p>to provide immediate evidence of student learning and to provide specific feedback to students</p> <ul style="list-style-type: none"> <li>○ Written commentary is aligned to the GPS standard(s) and elements or QCC content standards</li> <li>• Leadership team will redeliver training to all teachers in preparation for peer observations (WC, DH, DGH)</li> <li>• Teachers will participate in peer observations (DGH) <ul style="list-style-type: none"> <li>○ Develop and use peer observation form</li> <li>○ Conduct peer observation debriefing sessions</li> </ul> </li> </ul> <p>2. Monitor differentiated instructional strategies (WC, DH, DGH)</p> <ul style="list-style-type: none"> <li>• Teachers will work collaboratively with grade level/subject area peers to create “Common Formative Assessments” (CFA) to assess understanding of “priority” standards</li> <li>• “Priority” standards taught 2-3 different ways</li> <li>• “Priority” standards assessed in 2-3 different ways <ul style="list-style-type: none"> <li>○ Involve students in their assessment</li> </ul> </li> </ul> <p>3. Teachers will use Data Director to analyze student data to adjust instruction (DGH)</p>	
	I.2.b. To increase the graduation rate and decrease the drop-out rate	<ol style="list-style-type: none"> <li>1. Participate in the monthly Graduation Matters Meetings (WC, DH, DGH, SE, JW, KS)</li> <li>2. Participate in monthly middle to high school transition team meetings during counselor meeting times (JW, SE, KS)</li> </ol>	<p><b>MS Retention Rate</b></p> <ul style="list-style-type: none"> <li>• FY11: &lt;1%</li> <li>• FY12: &lt;1%</li> <li>• FY13: &lt;1%</li> </ul>
	I.2.c. To provide equity in programs and opportunities	<ol style="list-style-type: none"> <li>1. Ensure that all teachers involved in co-teaching attend training provided by J. Clements (SM, JM)</li> <li>2. Support opportunities for all students to engage in curricular and extracurricular activities (including, but not limited to): <ul style="list-style-type: none"> <li>• Athletics (TL)</li> <li>• Film Festival (LH)</li> <li>• Science Fair (PW)</li> <li>• Interdisciplinary Special Olympics (SM)</li> <li>• Fine Arts (TL)</li> <li>• Clubs – Meet every 5<sup>th</sup> Friday during the first 40 minutes of school day (DH)</li> <li>•</li> </ul> </li> <li>3. Maintain 100% high-quality and effective instructional staff</li> </ol>	<p><b>100% of inclusion teams trained in co-teaching strategies (general education and special education teachers)</b></p> <ul style="list-style-type: none"> <li>• FY2011: 100%</li> <li>• FY2012: 100%</li> <li>• FY2013: 100%</li> </ul> <p><b>Percent of students engaged in extra/co-curricular activities:</b></p> <ul style="list-style-type: none"> <li>• FY2011: 60%</li> <li>• FY2012: 80%</li> <li>• FY2013: 100% (county 55%???)</li> </ul>

Performance Objective	Initiatives	Action Steps	Performance Targets
		(WC) <ul style="list-style-type: none"> <li>• Participate in CPI pre-conference in October with district office personnel</li> <li>• Monitor the assignment of teachers to ensure a balance of experience and effectiveness</li> <li>• Monitor implementation of individual teacher Professional Growth Plans</li> </ul> 4. Implement and distribute the district-wide student handbook (WC, CL, DH) 5. Analyze behavior data (WC, DH, JW, SE, KS) <ul style="list-style-type: none"> <li>• Point system</li> <li>• Office referrals</li> <li>• Suspensions</li> <li>• Counseling sessions</li> </ul>	<b>(Club meetings held during school day every 5<sup>th</sup> Friday)</b>
<b>Objective I.3:</b> <i>Effective Student Support Services</i>	I.3.a. To maximize student support through quality guidance, family education, and other student support programs	1. Monitor the implementation of the <i>Teachers as Advisors Program</i> at 6-8 grades. (SE) <ul style="list-style-type: none"> <li>• Provide evidence of TAA when school is monitored by central office (JW, SE)</li> </ul> 2. Increase the opportunities for family and community involvement in gifted education services. (SE) 3. Continue the services of instructional coaches at middle school (DGH) <ul style="list-style-type: none"> <li>• Attend monthly district meetings with instructional coaches</li> </ul> 4. Utilize school council (WC) <ul style="list-style-type: none"> <li>• Continue meeting monthly</li> </ul> 5. Coordinate RTI services (SE, CS) 6. Process all initial referrals for psychological testing by end of 3 <sup>rd</sup> 9 weeks (SM, CS)	<b>Gifted Parent Involvement</b> <ul style="list-style-type: none"> <li>• Three activities for involving family and community in gifted education services</li> </ul> <b>School Council Involvement</b> <ul style="list-style-type: none"> <li>• Elect teacher and parent representatives to serve a two year term on school council</li> <li>• Meet at least bi-monthly to discuss school related issues dealing with improving student achievement</li> </ul> <b>Teachers trained in foundations of RTI</b> <ul style="list-style-type: none"> <li>• FY2011: 80%</li> <li>• FY2012: 90%</li> <li>• FY2013: 100%</li> </ul>

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

Performance Objective	Initiatives	Action Steps	Performance Targets										
Objective II.1: <i>Effective Operational Processes</i>	II.1.a: To provide a safe and efficient School Nutrition program	<ol style="list-style-type: none"> <li>Staff will participate in sanitation procedures training CW, MW)</li> <li>Staff will strive to improve customer service and quality of meals CW, MW)</li> <li>Improve breakfast and lunch participation (CW,MW)</li> </ol>	<table border="1"> <thead> <tr> <th colspan="2">Lunch Program Participation</th> </tr> <tr> <th>Breakfast</th> <th>Lunch</th> </tr> </thead> <tbody> <tr> <td>11:</td> <td>11:</td> </tr> <tr> <td>12:</td> <td>12:</td> </tr> <tr> <td>13:</td> <td>13:</td> </tr> </tbody> </table>	Lunch Program Participation		Breakfast	Lunch	11:	11:	12:	12:	13:	13:
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II.1.b To improve access to and the reliability of hardware, software, and technology networking.	<ol style="list-style-type: none"> <li>Employees will use TroubleTracker to report technology repair needs</li> <li>Media Specialist will communicate with district technology personnel to ensure collaboration</li> </ol>												
II.1.c. To improve preventative/ground maintenance, custodial services at the school facilities.	<ol style="list-style-type: none"> <li>Custodial Staff will participate in appropriate trainings <ul style="list-style-type: none"> <li>Ordering guidelines</li> <li>Compuclean</li> <li>Maintaining a clean facility</li> </ul> </li> </ol>	<b>Minimum Cleanliness Standards Met</b> <ul style="list-style-type: none"> <li>FY2011: 100%</li> <li>FY2012: 100%</li> <li>FY2013: 100%</li> </ul>											
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>Participate in ClassKeys Professional Learning Communities</li> <li>Submit teacher evaluations on time using Observation 360 (comments for non-renewals) (WC, DH) <ul style="list-style-type: none"> <li>Documentation will be maintained and used in order to determine renewal status</li> </ul> </li> <li>Participate in Infinite Campus/CPI Training (WC, DH, DJ, TM)</li> </ol>	<b>Maintain 100% of highly qualified faculty and paraprofessionals; 100% of teachers trained in ClassKeys</b>										
Objective II.3: <i>Effective Financial Processes</i>	II.3.a To ensure smoother, efficient, and effective school budget, financial, and employee compensation.	<ol style="list-style-type: none"> <li>Staff will participate in training for efficient and proper handling of school funds (EM)</li> <li>Principal will present budget updates and lead brainstorming sessions for funding solutions (WC)</li> </ol>	<b>LSA will participate in all county-wide accounting meetings that are held on a monthly meeting</b>										
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 performance.	<ol style="list-style-type: none"> <li>Attend Summer Leadership Retreat to provide guidance for school improvement initiatives (WC, DH, DGH)</li> <li>Attend monthly Central Change Team (CCT)/principal meetings (WC, DH, DGH)</li> <li>Conduct school BST meetings monthly (monthly agendas and minutes) (WC, WM)</li> <li>Conduct grade-level BST meetings monthly (monthly agenda and minutes) (BST representatives, All staff members)</li> </ol>	<b>Better Seeking Team</b> <ul style="list-style-type: none"> <li>Hold monthly meetings</li> <li>Include Central Office member in meetings (William Mathews)</li> <li>Organize mini-committees to address different aspects of student improvement</li> </ul>										

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		<ol style="list-style-type: none"> <li>5. Attend quarterly meetings with principals and BSTs for the purpose of reporting Continuous Improvement Plan (CIP) and Balanced Score Card (BSC) progress (WC)</li> <li>6. Host quarterly Board of Education school visits for the purpose of reporting CIP and BSC progress(WC, DH, DGH)</li> <li>7. Implement Balanced Score Card (BSC) at the school level (WC) <ul style="list-style-type: none"> <li>• Monitor the BSCs at the school level (WC, DH, DGH)</li> </ul> </li> </ol>	

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

<b>Performance Objective</b>	<b>Initiatives</b>	<b>Action Steps</b>	<b>Performance Targets</b>
<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 within the school.</p>	<ol style="list-style-type: none"> <li>1. Implement the use of classroom walkthrough observation instrument (CLASSKeys Observation tools and other observation instruments) (WC, DH, DGH)               <ul style="list-style-type: none"> <li>• Participate in training for administrators, instructional coaches, and district office personnel in the consistent use of the instruments (June 2012 Administrative meeting):                   <ul style="list-style-type: none"> <li>○ Observations will be made using the CLASSKeys observation instruments</li> <li>○ Teachers will be trained in the use of the CLASSKeys observation instruments to ensure common understanding of expectations as related to each area of observation</li> <li>○ The Instructional Coach and Lead Teachers will work together to coordinate and monitor peer observations among teachers</li> <li>○ Learning goals aligned with GPS/CCGPS and communicated by the instructor</li> <li>○ Content specific vocabulary is developed in context with working Word Walls</li> <li>○ Instruction is differentiated to meet student readiness levels, learning profiles, and interests</li> <li>○ Instruction and tasks reinforce students’ understanding of the purpose for what they are learning and their connections to the world beyond the classroom</li> <li>○ The classroom instructor implements flexible grouping strategies</li> <li>○ The use of technology is integrated effectively into instruction</li> <li>○ Students effectively use technology during the class period</li> <li>○ Formative assessments are utilized during instruction to provide immediate evidence of student learning and to provide specific feedback to students</li> <li>○ Written commentary is aligned to the GPS/CCGPS standard(s) and elements</li> </ul> </li> </ul> </li> <li>2. Revisit standards-based classroom components through professional learning for all certified teachers and monitor attendance (DGH)</li> <li>3. Participate in and monitor learning communities around the <b>QualityKeys</b> and ClassKeys (WC, DH)               <ul style="list-style-type: none"> <li>• As prescribed at Leadership Retreat</li> <li>• School training provided by Wes Cavender during FY13 for all core content and PEC teachers</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• <b>Provide analysis of classroom walk-throughs on a monthly basis and disseminate to instructional staff</b></li> </ul>

Performance Objective	Initiatives	Action Steps	Performance Targets
	III.1.b Support increased academic achievement of students with disabilities	<ol style="list-style-type: none"> <li>1. Participate in workshop session trainings related to co-teaching/IEP updates provided by J. Mellor (SM) <ul style="list-style-type: none"> <li>• Identify exemplary co-teaching teams to aid with training through the use of peer coaching</li> <li>• Support new technology initiatives in co-taught classrooms and monitor to ensure implementation</li> <li>• Attend PEC collaborative planning meetings with J. Mellor</li> </ul> </li> <li>2. Participate in the training of non-core content teachers and paraprofessionals on meeting the needs of students with disabilities (SM) <ul style="list-style-type: none"> <li>• Participate in needs assessment to determine training</li> </ul> </li> <li>3. Participate in the training of CRCT-M test administration (SM, DH)</li> <li>4. Participate in training in the use of assistive technology as appropriate (SM)</li> </ol>	<p><b>CRCT-M trained:</b></p> <p>FY2011: 60%</p> <p>FY2012: 80%</p> <p>FY2013: 100%</p>
	III.1.c Provide technology training to all staff	<ol style="list-style-type: none"> <li>1. Participate in instructional technology training for faculty (LH, CF) <ul style="list-style-type: none"> <li>• Teacher Web pages <ul style="list-style-type: none"> <li>○ Monitor pages using checklist (WC)</li> </ul> </li> <li>• Safari Montage</li> <li>• PD360 (DGH)</li> <li>• Renaissance Place</li> <li>• Film production</li> <li>• SMART training</li> </ul> </li> <li>2. Participate in training of student information system (DJ, DGH) <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Grades</li> <li>• FTE</li> <li>• Student Records</li> </ul> </li> <li>3. Participate in monthly SIS clerk meetings and provide monthly updates at principals' meetings (DJ)</li> <li>4. Effectively use software, including but not limited to: (LH) <ul style="list-style-type: none"> <li>• SchoolCenter</li> <li>• GRASP (DGH, SE)</li> <li>• Data Director</li> <li>• SEMSTracker</li> <li>• Infinite Campus (WC, DH, DGH, DJ)</li> </ul> </li> <li>5. Effective use of PDExpress by all instructional staff (WC, DH, DGH, LH)</li> <li>6. Participate in training and effective use of Infinite Campus (DJ, LH) <ul style="list-style-type: none"> <li>• School administrative staff</li> <li>• School counselors</li> </ul> </li> </ol>	

Performance Objective	Initiatives	Action Steps	Performance Targets
		<ul style="list-style-type: none"> <li>• Teachers (attendance and grades)</li> </ul> <ol style="list-style-type: none"> <li>7. Implement middle school technology standards (DW, DGH)</li> <li>8. Participate in training and effective use of classroom technology (Teachers) <ul style="list-style-type: none"> <li>• SMARTBoards</li> <li>• Computer applications as assessed through the 8<sup>th</sup> Grade Technology Literacy Assessment in accordance with ESEA of 1965 (All Teachers)</li> <li>• Student response systems – Secure funding to purchase 4 additional classroom sets</li> <li>• Writing tablets purchased for homeroom teachers who do not have SMART boards/Training provided (DGH)</li> </ul> </li> </ol>	
	III.1.d Support continuous improvement training	<ol style="list-style-type: none"> <li>1. Attend June Leadership Retreat for administrative teams (WC, DH, DGH)</li> <li>2. Attend monthly instructional coach meetings/training (DH, DGH)</li> <li>3. Attend monthly middle school to high school transition team meetings/training during monthly counselor meetings (SE, JW, KS)</li> <li>4. Attend monthly media specialists’ meetings/training (LH)</li> <li>5. Attend quarterly elementary school to middle school transition team meetings/training during monthly counselor meetings (SE, JW, KS)</li> </ol>	
	III.1.e Support individual school professional development	<ol style="list-style-type: none"> <li>1. Request professional learning as it aligns with CIPs and county and school budgets (DH, DGH)</li> <li>2. Participate in yearly needs assessment for professional learning (DH)</li> <li>3. Monitor implementation of school professional learning plans (WC, LH) <ul style="list-style-type: none"> <li>• Approve <i>Course Proposals</i> for school staff in a timely manner (WC, LH)</li> <li>• Approve <i>Activity Proposals</i> for school staff in a timely manner (WC, LH)</li> </ul> </li> </ol>	
	III.1.f Ensure efficient and effective support services by training non-certified staff	<ol style="list-style-type: none"> <li>1. Participate in the monthly Local School Accountant (LSA) training (EM)</li> <li>2. Participate in the monthly Student Information System clerk training (DJ)</li> <li>3. Participate in a comprehensive custodial training program (LR)</li> <li>4. Participate in a comprehensive secretarial training program (DJ, EM)</li> </ol>	
	III.1.g Provide training to support Math GPS/CCGPS	<ol style="list-style-type: none"> <li>1. Attend training and support for Exemplars (DGH)</li> <li>2. Participate in vertical alignment trainings for grades 6-9</li> </ol>	

Performance Objective	Initiatives	Action Steps	Performance Targets
	III.2.a To align Professional Learning to School Improvement Goals and Policy requirements	1. Examine the results of the annual survey regarding professional learning needs and make adjustments to plans (DGH)	

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

<b>Performance Objective</b>	<b>Initiatives</b>	<b>Action Steps</b>	<b>Performance Targets</b>
Objective IV.1: <i>Schools will be safe and enriching</i>	IV.1.a To develop systematic approaches to providing a safe learning environment for all constituents.	<ol style="list-style-type: none"> <li>1. Review school safety plan (DH) <ul style="list-style-type: none"> <li>• Involve all key central departments (transportation, facilities, receptionists, nutrition, etc.)</li> <li>• Assess CPR certified staff needs</li> <li>• Assess First Aid certified needs since we have no school nurse</li> </ul> </li> <li>2. Install a second defibrillator in the school (DH)</li> <li>3. Select students and staff trained in Safe School Ambassadors conduct discussions with teachers and students regarding bullying. (JW, SE, SSA students, SSA teachers)</li> <li>4. Tornado and evacuation charts</li> <li>5. Emergency bags for teachers</li> <li>6. Attend Mindset Training (2 teachers per grade level, additional staff members will be trained as sessions become available)</li> </ol>	<p>CPR Certified Staff: At least one certified person per hallway</p> <p>First Aid Certified Staff: At least one certified person per hallway</p>
Objective IV.2: <i>Students, staff, parents, and community will be satisfied and involved with the direction of the schools and system.</i>	IV.2.a To improve system personnel perception of Central Office support and communication with the schools.	<ol style="list-style-type: none"> <li>1. Participate in perception surveys as given by district personnel</li> </ol>	
	IV.2.b To increase staff, parent, student, and community perceptions of school quality.	<ol style="list-style-type: none"> <li>1. Improve/Increase communication between school and homes <ul style="list-style-type: none"> <li>• Parent e-mail groups</li> <li>• Automated call-out system</li> <li>• Monthly newsletters</li> <li>• Teacher web pages</li> <li>• Parent/Stakeholder surveys</li> <li>• Open Houses/Parent University</li> <li>• Mass e-mail announcements (LH)</li> </ul> </li> </ol>	
	IV.2.c To increase school attendance in grades K-12	<ol style="list-style-type: none"> <li>1. Follow the Jones County Attendance Plan and protocols (JW) <ul style="list-style-type: none"> <li>• Monthly attendance reports provided to principal</li> <li>• Teachers in Grades 6-8 will report daily attendance data in Infinite Campus (JW, SE, DJ)</li> </ul> </li> </ol>	
	IV.2.d To increase community/business partnerships and volunteer hours.	<ol style="list-style-type: none"> <li>1. Participate in Business Partners in Education Program (WC) <ul style="list-style-type: none"> <li>• Participate in steering committee, timeline, and calendar <ul style="list-style-type: none"> <li>○ Identify our current business partners <ul style="list-style-type: none"> <li>▪ Ace Hardware</li> <li>▪ USA Concrete/Aggregates</li> <li>▪ Zaxby's</li> <li>▪ Jalapeno's</li> <li>▪ Harvey's</li> </ul> </li> </ul> </li> </ul> </li> </ol>	

		<ul style="list-style-type: none"><li>▪ Ingles</li><li>▪ Robin's Federal</li><li>▪ Walgreen's</li></ul> <ul style="list-style-type: none"><li>• Participate in formal recognition of business partners (event)</li></ul>	
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