

Jones County Schools: FY13 System Continuous Improvement Plan

Strategic Objective I: Improving Student Achievement and Success

Performance Objective	Initiatives	Action Steps	Performance Targets																																																																																																																												
<p>Objective I.1: Student Mastery of the Georgia Performance Standards (CCGPS):</p>	<p>I.1.a: To align and implement curriculum, instruction, and assessment to the CCGPS</p>	<p>1. Ensure veteran and new teachers have updated curriculum notebooks/maps for Common Core GPS (KR, JM, CF, NN, ICs, Principals)</p> <p>2. Use classroom walkthroughs, department meetings, grade level/content meetings, and work sessions to ensure that teachers are implementing the curriculum with fidelity. (KR, JM, CF, NN, ICs, Principals)</p> <p><u>K-5:</u></p> <ul style="list-style-type: none"> Curriculum Maps, aligned with CCGPS Standards (with identified "priority" standards) Unit Frameworks Lesson Plans (including differentiated instruction, assessments, and performance tasks, technology) <p><u>6-12</u></p> <ul style="list-style-type: none"> Instructional Calendar Standards (with identified "priority" standards) Unit Frameworks Curriculum Maps, aligned with CCGPS Lesson Plans (including differentiated instruction, assessments, and performance tasks, technology) <p>3. Provide guidance to high school mathematics teachers to ensure continued alignment with all Math support courses. Math I, II, and III Support, focusing on High School Math Co Teaching teams for training and support. (NN, KR, CF, JM)</p> <p>4. Assist schools in developing and administering periodic common formative assessments to guide instructional practices. and administering benchmark assessments, including a new benchmark assessment in Science in grades 1 and 2. (KR, JM, CF, NN, ICs)</p> <p>5. Conduct formal and informal performance reviews with schools (Executive Cabinet, BOE)</p> <p>6. Lead the textbook adoption process according to the DOE adoption cycle (KR, NN, CF LR)</p> <p>7. Monitor the vertical alignment of all K-12 content areas. mathematics, social studies, science, english/language arts. (KR, JM, CF, NN, ICs, Principals)</p> <p>8. Facilitate and monitor the system-wide implementation of the Teachers as Advisors Program at 6-12 grades via monthly meetings and work sessions according to the system plan. (NN, CF, KS, SW, JW, BP, Counselors)</p>	<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>2012:92%</td> <td>2012:87%</td> <td>2012:88%</td> </tr> <tr> <td>2013:95%</td> <td>2013:94%</td> <td>2013:92%</td> </tr> <tr> <td>2014:≥95%</td> <td>2014:95%</td> <td>2014:95%</td> </tr> <tr> <td>2015:≥95%</td> <td>2015:≥95%</td> <td>2015:≥95%</td> </tr> <tr> <td rowspan="4">2</td> <td>2012:92%</td> <td>2012:87%</td> <td>2012:89%</td> </tr> <tr> <td>2013:95%</td> <td>2013:94%</td> <td>2013:95%</td> </tr> <tr> <td>2014:≥95%</td> <td>2014:95%</td> <td>2014:≥95%</td> </tr> <tr> <td>2015:≥95%</td> <td>2015:≥95%</td> <td>2015:≥95%</td> </tr> <tr> <td colspan="4">*Science baseline scores established Spring FY12</td> </tr> <tr> <th colspan="4">CRCT: All Students</th> </tr> <tr> <th>G</th> <th>Reading</th> <th>ELA</th> <th>Math</th> </tr> <tr> <td rowspan="4">3</td> <td>2012:89%</td> <td>2012:92%</td> <td>2012:78%</td> </tr> <tr> <td>2013:91%</td> <td>2013:93%</td> <td>2013:80%</td> </tr> <tr> <td>2014:93%</td> <td>2014:95%</td> <td>2014:83%</td> </tr> <tr> <td>2015:94%</td> <td>2015:≥95%</td> <td>2015:85%</td> </tr> <tr> <td rowspan="4">4</td> <td>2012:92%</td> <td>2012:93%</td> <td>2012:83%</td> </tr> <tr> <td>2013:93%</td> <td>2013:95%</td> <td>2013:85%</td> </tr> <tr> <td>2014:95%</td> <td>2014:≥95%</td> <td>2014:88%</td> </tr> <tr> <td>2015:≥95%</td> <td>2015:≥95%</td> <td>2015:91%</td> </tr> <tr> <td rowspan="4">5</td> <td>2012:92%</td> <td>2012:97%</td> <td>2012:84%</td> </tr> <tr> <td>2013:94%</td> <td>2013:≥97%</td> <td>2013:86%</td> </tr> <tr> <td>2014:95%</td> <td>2014:≥97%</td> <td>2014:90%</td> </tr> <tr> <td>2015:≥95%</td> <td>2015:≥97%</td> <td>2015:92%</td> </tr> <tr> <td rowspan="4">6</td> <td>2012:97%</td> <td>2012:93%</td> <td>2012:83%</td> </tr> <tr> <td>2013:≥97%</td> <td>2013:95%</td> <td>2013:85%</td> </tr> <tr> <td>2014:≥97%</td> <td>2014:≥95%</td> <td>2014:88%</td> </tr> <tr> <td>2015:≥97%</td> <td>2015:≥95%</td> <td>2015:90%</td> </tr> <tr> <td rowspan="4">7</td> <td>2012:98%</td> <td>2012:96%</td> <td>2012:94%</td> </tr> <tr> <td>2013:≥98%</td> <td>2013:≥96%</td> <td>2013:95%</td> </tr> <tr> <td>2014:≥98%</td> <td>2014:≥96%</td> <td>2014:≥95%</td> </tr> <tr> <td>2015:≥98%</td> <td>2015:≥96%</td> <td>2015:≥95%</td> </tr> <tr> <td rowspan="4">8</td> <td>2012:97%</td> <td>2012:97%</td> <td>2012:72%</td> </tr> <tr> <td>2013:≥97%</td> <td>2013:≥97%</td> <td>2013:76%</td> </tr> <tr> <td>2014:≥97%</td> <td>2014:≥97%</td> <td>2014:80%</td> </tr> <tr> <td>2015:≥97%</td> <td>2015:≥97%</td> <td>2015:95%</td> </tr> </tbody> </table> <p>*Establish Exceeds Target at School Level</p>	Instructional Assessments: All Students				G	Reading	ELA	Math	1	2012:92%	2012:87%	2012:88%	2013:95%	2013:94%	2013:92%	2014:≥95%	2014:95%	2014:95%	2015:≥95%	2015:≥95%	2015:≥95%	2	2012:92%	2012:87%	2012:89%	2013:95%	2013:94%	2013:95%	2014:≥95%	2014:95%	2014:≥95%	2015:≥95%	2015:≥95%	2015:≥95%	*Science baseline scores established Spring FY12				CRCT: All Students				G	Reading	ELA	Math	3	2012:89%	2012:92%	2012:78%	2013:91%	2013:93%	2013:80%	2014:93%	2014:95%	2014:83%	2015:94%	2015:≥95%	2015:85%	4	2012:92%	2012:93%	2012:83%	2013:93%	2013:95%	2013:85%	2014:95%	2014:≥95%	2014:88%	2015:≥95%	2015:≥95%	2015:91%	5	2012:92%	2012:97%	2012:84%	2013:94%	2013:≥97%	2013:86%	2014:95%	2014:≥97%	2014:90%	2015:≥95%	2015:≥97%	2015:92%	6	2012:97%	2012:93%	2012:83%	2013:≥97%	2013:95%	2013:85%	2014:≥97%	2014:≥95%	2014:88%	2015:≥97%	2015:≥95%	2015:90%	7	2012:98%	2012:96%	2012:94%	2013:≥98%	2013:≥96%	2013:95%	2014:≥98%	2014:≥96%	2014:≥95%	2015:≥98%	2015:≥96%	2015:≥95%	8	2012:97%	2012:97%	2012:72%	2013:≥97%	2013:≥97%	2013:76%	2014:≥97%	2014:≥97%	2014:80%	2015:≥97%	2015:≥97%	2015:95%
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	I.1.b To close the achievement gap among different school populations (SWD, ED, Minority)	<ol style="list-style-type: none"> Assist principals, graduation coaches and instructional coaches with methods for tracking at-risk students. (KR, JM, NN, CF, Instructional Coaches, ICs, RTI Task Force, Lead PEC Teachers, Counselors) Ensure the implementation of progress monitoring for students with disabilities in math and reading (JM) <ul style="list-style-type: none"> Select/develop a progress monitoring system for Tier 4 students Meet monthly with PEC lead teachers to review progress monitoring data and report to principals Conduct annual data audit with PEC teachers Review and monitor the Response to Intervention (RTI) protocol to ensure fidelity of implementation (NN, JM, CF, EJ, RTI Task Force, ICs, KR, Counselors) <ul style="list-style-type: none"> Distribute, implement, and post on website the RTI Protocol Handbook (NN, JM, SM, SC) Facilitate monthly meetings with school task force members (NN, JM, SM, SC) Review progress monitoring reports quarterly with subpopulations clearly identified for adjusting instructional strategies for Tier 2 and Tier 3 students (NN, JM, ICs) Continue the use of software (GRASP) for the purpose of universal screening and progress monitoring for reading and mathematics Conduct RTI needs assessment Supervise RTI interventions to ensure that set protocols are being addressed as defined Allocate 20-day funds and direct the development and implementation of after-school programs/Saturday School and other supplemental services (KR, CCT, CF, NN) <ul style="list-style-type: none"> Plans approved and implemented by October 31, 2012 Provide support to BSTs by active participation in school-level meetings (Executive Cabinet) Monitor the effectiveness of inclusion (co-teaching) at all grade levels (JM) <ul style="list-style-type: none"> Identify exemplary co-teaching teams to aid with training Conduct walkthroughs in co-taught classrooms Develop a Protocol for indentifying Co-teaching teams of the year per school to move to a JCSS Co-Teach team of the Year (JM, EJ) Monitor the progress of ESOL students throughout the district 	<table border="1"> <thead> <tr> <th 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Performance Objective	Initiatives	Action Steps	Performance Targets			
		(JM, Admin, ESOL task force) <ul style="list-style-type: none"> • Monthly meetings with Task Force • Provide on-going training on WIDA Standards instruction to Task Force and classroom teachers 	Instructional Assessments: Subgroups Math			
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			1	2012:87% 2013:94% 2014:95% 2015:≥95%	2012:87% 2013:94% 2014:95% 2015:≥95%	2012:87% 2013:94% 2014:95% 2015:≥95%
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			4	2012:57% 2013:70% 2014:75% 2015:80%	2012:79% 2013:83% 2014:88% 2015:90%	2012:76% 2013:80% 2014:83% 2015:88%
			5	2012:71% 2013:75% 2014:80% 2015:83%	2012:92% 2013:94% 2014:95% 2015:≥95%	2012:92% 2013:94% 2014:95% 2015:≥95%
			6	2012:52% 2013:70% 2014:75% 2015:80%	2012:77% 2013:80% 2014:83% 2015:88%	2012:77% 2013:80% 2014:83% 2015:88%
			7	2012:85% 2013:88% 2014:90% 2015:92%	2012:93% 2013:94% 2014:95% 2015:≥95%	2012:94% 2013:95% 2014:≥95% 2015:≥95%
			8	2012:71% 2013:75% 2014:80% 2015:83%	2012:87% 2013:94% 2014:95% 2015:≥95%	2012:86% 2013:94% 2014:95% 2015:≥95%
			*targets may be set higher at individual schools			

Performance Objective	Initiatives	Action Steps	Performance Targets			
			Instructional Assessments: Subgroups ELA			
			G	SWD	AA	SES
			1	2012:87% 2013:94% 2014:95% 2015:≥95%	2012:87% 2013:94% 2014:95% 2015:≥95%	2012:89% 2013:94% 2014:95% 2015:≥95%
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			CRCT Subgroups ELA			
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			4	2012:85% 2013:94% 2014:95% 2015:≥95%	2012:93% 2013:95% 2014:≥95% 2015:≥95%	2012:90% 2013:92% 2014:95% 2015:≥95%
			5	2012:82% 2013:87% 2014:92% 2015:95%	2012:96% 2013:≥96% 2014:≥96% 2015:≥96%	2012:94% 2013:95% 2014:≥95% 2015:≥95%
			6	2012:72% 2013:78% 2014:83% 2015:88%	2012:88% 2013:94% 2014:95% 2015:≥95%	2012:90% 2013:94% 2014:95% 2015:≥95%
			7	2012:74% 2013:78% 2014:83% 2015:88%	2012:93% 2013:94% 2014:95% 2015:≥95%	2012:94% 2013:95% 2014:≥95% 2015:≥95%
			8	2012:91% 2013:94% 2014:95% 2015:≥95%	2012:95% 2013:≥95% 2014:≥95% 2015:≥95%	2012:97% 2013:≥97% 2014:≥97% 2015:≥97%

*targets may be set higher at individual schools

Performance Objective	Initiatives	Action Steps	Performance Targets																																
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Objective I.2: <i>Student Success through effective instructional programs</i>	I.2.a: To focus instructional attention on CCGPS and best practices within standards-based classrooms	<ol style="list-style-type: none"> 1. Support the implementation continued use of classroom walkthrough observation utilizing <i>Observation 360</i> (ClassKeys Informal Observation) (Executive Cabinet) <ul style="list-style-type: none"> • Train specific administrators, instructional coaches, teacher leaders, and district office personnel in the consistent use of the instrument (CF) 2. Conduct discussions at CCT Principals meetings regarding evaluation of lesson plans instructional practices and walkthrough data. (Admin) 3. Central Office conducts informal observations walkthroughs at each school to address specific or data identified needs. (Executive Cabinet) 4. Utilize Data Director to analyze student data to guide CIP Planning (KR, NN, CF) <ul style="list-style-type: none"> • Provide additional technical support to schools from Central Office 	<ul style="list-style-type: none"> • FY2013/2014/2015: Each teacher will receive a minimum of two informal ClassKeys observations per year • FT2013/2014/2015: Each teacher will receive one formal ClassKeys or GTOI observation per year • FY2013/2014/2015: All school administrators, instructional coaches, teachers leaders, and district office personnel are trained in the use of the evaluation instruments <p data-bbox="1436 1240 1982 1321">*Administrators should submit their evaluation plans for FY13 before October 1, 2013. System plans call for all certified teachers to be evaluated using ClassKeys.</p>																																

Performance Objective	Initiatives	Action Steps	Performance Targets
	I.2.b. To increase the graduation rate and decrease the drop-out rate	<ol style="list-style-type: none"> 1. Support the use of <i>E2020</i> as a credit recovery program for after-school and summer remediation (AB, BP, CG) 2. Continue the “open campus” program for at-risk students (CG, KS, SW, BP, NN, RC, CH) 3. Continue monthly Graduation Matters Meetings <ul style="list-style-type: none"> • Monitor monthly the drop-out rate for grades 6-12 and support school completion initiatives (RTI Taskforce, Media Specialists, Transition Team, Counselors, Graduation Coaches, ICs, CH, SB, JH, Admin) • Dropout Prevention Specialist and Admin report drop-out results at the monthly Graduation Matters Meeting and monthly BOE meetings (including age, sex, race, reason) (CG, BP, NN) • Continue Transition Team Meetings (KR, CF, NN, Counselors) 	
	I.2.c. To provide equity in programs and opportunities	<ol style="list-style-type: none"> 1. Continue to provide professional learning and staff for inclusion (co-teaching) at all grade levels, with an emphasis on High School teams.(JM) 2. Provide on-going opportunities for training for teachers obtaining ESOL endorsement/training (JM, KR) 3. Provide on-going professional learning for staff on WIDA standards (JM) 4. Provide on-going opportunities for training for teachers obtaining gifted endorsement training (JM, KR) 5. Support opportunities for all students to engage in extra/co-curricular activities (including, but not limited to): <ul style="list-style-type: none"> • Athletics (BV, BL) • Film Festival (CF) • Science Fair (PW) • Interdisciplinary Special Olympics (AT) • Fine Arts (NN) • Clubs (NN) • CTSO (NN) • Literary (NN) • Golden Eagle (NN) • Monitor participation in FY2013 (Admin, CP) 6. Monitor and maintain 100% high-quality and effective instructional staff (EJ, Admin) <ul style="list-style-type: none"> • Conduct CPI pre-conference in mid-September with each 	<p>100% of New inclusion teams trained in co-teaching strategies (general ed and special ed teachers)</p> <ul style="list-style-type: none"> • FY2013:100% • FY2014:100% • FY2015:100% <p>100% of Paraprofessionals trained in co-teaching strategies (general ed and special ed settings)</p> <ul style="list-style-type: none"> • FY2013: 100% • FY2014: 100% • FY2015: 100% <p>% of students engaged in extra/co-curricular activities:</p> <ul style="list-style-type: none"> • FY2013:55% • FY2014:60% • FY2015:65%

Performance Objective	Initiatives	Action Steps	Performance Targets
		<p>principal to ensure high-quality compliance (EJ, TM, Admin)</p> <ul style="list-style-type: none"> • Monitor the assignment of teachers to ensure a balance of experience and effectiveness (Admin) • Develop a system-wide professional learning plan (KR) <p>7. Provide district-wide inclusions inserts for student handbooks (EJ, KR)</p> <p>8. Conduct an analysis of tribunal decisions to determine trends (RC CBP)</p>	
<p>Objective I.3: <i>Effective Student Support Services</i></p>	<p>I.3.a. To maximize student support through quality guidance, family education, and other student support programs</p>	<ol style="list-style-type: none"> 1. Monitor and support the <i>Teachers as Advisors Program</i> at 6-12 grades. (JW, NN, CF, Counselors) 2. Support opportunities for family and community involvement in gifted education services. (Examples: fall/spring curriculum meetings, Gifted Open House, Parent University, etc.) (JM) 3. Conduct fall training session for school councils (EJ) 4. Coordinate RTI, SST, and 504 services. (NN, JM, SC) <ul style="list-style-type: none"> • Support student transition between schools and grade levels through collaborative meetings between Counselors and School Level Coordinators. 5. Implement bi-annual Parent Universities for grades 6-12 parents and students (JW, CH) 	<p>Gifted Parent Involvement</p> <ul style="list-style-type: none"> • FY2013/FY2014/FY2015:each school will document three activities for involving family & community in gifted education services <p>Teachers trained in foundations of RTI</p> <ul style="list-style-type: none"> • FY2013:100% • FY2014:100% • FY2015:100%

Strategic Objective II: Improving Organizational and Operational Effectiveness

Performance Objective	Initiatives	Action Steps	Performance Targets
<p>Objective II.1: <i>Effective Operational Processes</i></p>	<p>II.1.a: To provide a safe and efficient School Nutrition program</p>	<ol style="list-style-type: none"> 1. Train staff in correct sanitation procedures (MW) 2. Improve customer service and quality of meals (MW) 3. Improve system-wide breakfast participation. (MW) 4. Improve system-wide lunch participation. (MW) 	<ul style="list-style-type: none"> • FY2013/FY2014/FY2015:97% Health Sanitation Scores <p>System-wide lunch participation:</p> <ul style="list-style-type: none"> • FY2013: 68% • FY2014: 69% • FY2015: 70% <p>System-wide breakfast participation:</p> <ul style="list-style-type: none"> • FY2013: 33% • FY2014: 34% • FY2015: 35%
	<p>II.1.b To improve access to and the reliability of hardware, software, and technology networking</p>	<ol style="list-style-type: none"> 1. Replace outdated and out of warranty computers in the classrooms, labs, and administrative offices as budget allows. (AB) 2. Improve the completion time of technology work orders. 3. Create technician schedules. (AB) 4. Replace aging network equipment with items purchased with eRate and local funding. 5. Add network drops and wireless access where needed as budget allows. (AB) 6. Schedule, manage, and assist contractor with install of SMART Boards and projectors in classrooms as budget allows. (AB) 	<p>Classroom Computers</p> <ul style="list-style-type: none"> • FY2013/FY2014/2015:100% of regular education classrooms with at least one modern computer for instruction. <p>Work Orders Completed:</p> <ul style="list-style-type: none"> • FY2013:100% within 3 days • FY2014:100% within 3 days • FY2015:100% within 3 days <p>Wireless Access</p> <ul style="list-style-type: none"> • FY2013/FY2014/FY2015:100% of instructional areas with wireless access <p>SMART Board Installations</p> <ul style="list-style-type: none"> • FY2013/FY2014/FY2015: 20 classrooms outfitted with SMART Boards and projectors (numbers per school based on FTE)
	<p>II.1.c. To improve preventative/ground maintenance, custodial services at the school facilities</p>	<ol style="list-style-type: none"> 1. Continue use of Maintenance Direct to schedule and track system maintenance (KB) 2. Implement program for tracking and documenting HVAC system preventative maintenance. (KB) 3. Implementation of Spartan Custodial Certification Program (CM) 4. Implementation of CompuClean Custodial Software, phase 2 release (CM) 5. Development of System Custodial Standards Handbook (CM) 	<p>Minimum Cleanliness Standards Met</p> <ul style="list-style-type: none"> • FY2013/FY2014/FY2015:100% <p>Minimum Certification Requirements Met</p> <ul style="list-style-type: none"> • FY2013/FY2014/FY2015:100%

Performance Objective	Initiatives	Action Steps	Performance Targets
		<ol style="list-style-type: none"> 6. Involve facility staff in the evaluation process of custodial services (CM) 7. Update AHERA management plans for all campuses (CM) 8. Work with Lead custodians on leadership skills, inventory management, and time management (CM) 	<p>All facilities will have current asbestos inspection and management plans. Asbestos inspections and management plans will be sent to Georgia DOE as required in a timely manner.</p>
	<p>II.1.d. To plan for and construct schools, classrooms, and facilities</p>	<ol style="list-style-type: none"> 1. Develop a detailed Facilities Study for all Facilities (KB, CM, BM) 2. Maintenance of a five year plan (KB, CM, BM) 3. Plans and schedules for replacement facility for Gray Elementary School (KB, CM, BM) 	<p>FY2012:</p> <ul style="list-style-type: none"> • Priorities within the State Local Facilities Plan will be evaluated with a dated detailed timeline to ensure the flow of the five year plan <p>FY2013:</p> <ul style="list-style-type: none"> • Forms and paperwork process begins for the updating of the current five year plan to prepare to be sent to Georgia DOE <p>FY2014:</p> <ul style="list-style-type: none"> • Begin planning and building process for new Gray Elementary facility. <p>FY2015:</p> <ul style="list-style-type: none"> • Completion of new Gray Elementary facility
	<p>II.1.e. To improve Operational effectiveness through incorporation of SmartEnergy Schools strategies within the system</p>	<ol style="list-style-type: none"> 1. Provide to administrative staff monthly utility usage reports (CM) 2. Conduct initial benchmarking within the school district with like facilities (CM) 3. Conduct initial national benchmarking using Energy Star Portfolio Manager (CM) 4. 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 (CM) 	
<p>Objective II.2: <i>Effective Personnel Processes</i></p>	<p>II.2.a To recruit and retain highly qualified teachers, paraprofessionals, and other support staff</p>	<ol style="list-style-type: none"> 1. Support ClassKeys implementation (Executive Cabinet) 2. Support ClassKeys professional learning communities at all schools (Executive Cabinet) 3. Collect teacher evaluations within specified timelines (EJ) <ul style="list-style-type: none"> • Review evaluations with superintendent 4. Monitor documentation of teacher non-renewal and non-renewal 	<ul style="list-style-type: none"> • FY2013 and there after:100% of teachers trained in Class Keys • FY2013/FY2014/FY2015:100% of teachers are highly qualified • FY2013/FY2014/FY2015:100% of paraprofessionals are highly qualified

Performance Objective	Initiatives	Action Steps	Performance Targets
		process (EJ) <ul style="list-style-type: none"> • Provide deadlines, email updates, follow-up meetings, professional learning, etc. 5. Create and implement a tracking system for collecting exit data from all employees (EJ) <ul style="list-style-type: none"> • Create an exit survey for employees and analyze results 6. Support a process for recruiting and retaining high-performing staff (Executive Cabinet, CCT Principals)	
	II.2.b To provide a safe and efficient transportation program for the staff and students of Jones County	1. Improve utilization of <i>VersaTrans</i> software program to improve routing and allocation of resources (buses and drivers) (CBP RC , WV) 2. Monitor the professional training and assessment of all transportation personnel. (CBP RC , WV, TP) 3. Manage system to ensure that all Board owned vehicles meet or exceed safety standards. (CBP RC , WV, JP) 4. Investigate all accidents and hazardous situations and provide suggestions to eliminate them. (CBP RC , WV) 5. Participate in training programs to increase skills and proficiency. (WV, DB TP)	TARGETS: <ul style="list-style-type: none"> • FY2013/FY2014/FY2015:100% of drivers are trained • FY2013/FY2014/FY2015:VersaTrans completely implemented • FY2013/FY2014/FY2015:100% of supervisors are trained in reasonable suspicion • FY2013/FY2014/FY2015:100% of drivers are accident/incident free • FY2013/FY2014/FY2015: 100% buses equipped with 247 Camera System • FY2013/FY2014/FY2015: All drivers score 85% proficient or higher on Skill Driving Test.
Objective II.3: <i>Effective Financial Processes</i>	II.3.a To ensure smooth, efficient, and effective system budget, financial, and employee compensation	1. Provide detailed budget report and analysis for all departments and grants every 60 days (federal and state) (TM, JH, BM) 2. Conduct yearly audits of school financial accounts (TM, JH, BM) 3. Improve operations of Central Office level accounting (e.g., protocols and procedures) (JH, TM) <ul style="list-style-type: none"> • All department heads and principals will receive fund balance reports upon request 4. Continue Medicaid billing and ACE claiming (JM)	<ul style="list-style-type: none"> • FY2013:All designated therapists will submit 60% Medicaid ACE billing • FY2014:All designated therapists will submit 65% Medicaid ACE billing • FY2015:All designated therapists will submit 70% Medicaid ACE billing
Objective II.4: <i>Continuous Improvement Processes</i>	II.4.a: To provide a process of continuous improvement of all system and school processes and performance	1. Completion of system CIP and BSC – August 1, 2012 2. Completion of system BSC – September 4, 2012 3. Completion of school CIP and BSC – October 5, 2012 4. System and school CIP BSC plans will be posted on District Website – October 19, 2012 5. Conduct Summer Leadership Training to provide guidance for school improvement initiatives (Executive Cabinet) <ul style="list-style-type: none"> • Follow-up sessions in July 2012 2011 with CCT 6. Conduct monthly Central Change Team (CCT) Principal meetings	% of Schools with updated CIPs and BSCs <ul style="list-style-type: none"> • FY2013:100% • FY2014:100% • FY2015:100%

Performance Objective	Initiatives	Action Steps	Performance Targets
		<p>(Executive Cabinet)</p> <ul style="list-style-type: none"> • Embedded professional learning activities for principals (ClassKeys, CCGPS, etc) <p>7. Monitor school BST meetings monthly (Executive Cabinet, Principals)</p> <ul style="list-style-type: none"> • Create common depository for monthly agendas and minutes <p>8. Conduct formal and informal performance reviews with schools (Executive Cabinet)</p> <p>9. Continue Balanced Score Card (BSC) at the system level (Executive Cabinet)</p> <ul style="list-style-type: none"> • Monitor the BSCs at the school level <p>10. Provide updated SACS/CASI information/reports (EJ)</p> <p>11. Support GAPSS Analysis process at elementary middle/high level (Executive Cabinet, MGRESA)</p> <p>12. Monitor the implementation utilization of GAPSS findings at all levels. (Executive Cabinet)</p> <p>13. Support system wide and school level grant writing teams (KR, NN, CF)</p> <ul style="list-style-type: none"> • Collaborate with schools and CCT to align grants with system and school needs as stated identified in the CIP <p>14. Conduct a Needs Assessment for a Leadership Development Program to identify and train future school leaders. (Executive Cabinet)</p>	<p>GAPSS Analysis</p> <ul style="list-style-type: none"> • FY2012:Elementary School Program (3) (4) • FY2013:Middle School Program (2) and High School Program (1)Elementary • FY2014: Elementary School Program

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"> 1. Support the analysis of classroom walkthrough observation data and its use in guiding adjustments to instruction and identified professional learning (using ClassKeys Informal Observation, <i>Observation 360</i>, or other observation instrument) (Executive Cabinet) <ul style="list-style-type: none"> • Monitor monthly summaries of observations (percentages) at CCT Principal meetings <ul style="list-style-type: none"> ○ Ensure that analysis of observation data regarding standards-based teaching and learning is cascaded to instructional staff 2. Support and monitor the use of PD360 as a professional development tool (aligned with ClassKeys and School Improvement) (Executive Cabinet) 3. Continue to support professional learning communities at all schools and grade levels (Admin, ICs) <ul style="list-style-type: none"> • PLC topics should reflect <ul style="list-style-type: none"> ○ CCGPS and the results of formative/summative assessments and observation data and how they are used to adjust instruction ○ CCRPI requirements, data collection, and targets 	<ul style="list-style-type: none"> • FY2013/FY2014/FY2015:100% of schools will provide analysis of classroom walk-throughs on a monthly basis and disseminate to instructional staff
	<p>III.1.b Support increased academic achievement of students with disabilities</p>	<ol style="list-style-type: none"> 1. Support the training of non-core content teachers and paraprofessionals in meeting the needs of students with disabilities (JM) <ul style="list-style-type: none"> • Assess training needs 2. Support the training of GAA process (JM, CMc, CF) <ul style="list-style-type: none"> • Provide mandatory training for all GAA involved teachers and school testing coordinators • Monitor ELAM GAAs every nine weeks • Monitor Jones County GAAs in December 2012 and March 2013 3. Support the alignment of curriculum for PEC ACCESS courses (as prescribed by GAA) (JM) 4. Train and support the use of assistive technology as appropriate (AT) 	<p>FY2013/FY2014/FY2015: GAA Trained:100%</p> <p>FY2013/FY2014/FY2015: Eliminate non-scoreables for GAA</p>

Performance Objective	Initiatives	Action Steps	Performance Targets
	III.1.c To provide technology training to all staff	<ol style="list-style-type: none"> 1. Train and monitor effective use of instructional and administrative technology, including but not limited to: (CF) <ul style="list-style-type: none"> • Teacher Web pages (Media Specialists) • Film production (Media Specialists) • Observation 360 • PDEExpress • PD360 • Math-related instruction (Accelerated Math, STAR Math, Destination Math) • STAR Reading • Student-produced video/film • Web 2.0 tools • SMART Products • Student Response Systems • E2020 • Data Director • SEMSTracker (JM) • McAleer (JH, TM) • Infinite Campus (CP) • ISTE standards (CF) 2. Conduct monthly SIS clerk meetings and provide monthly updates at principals' meetings (CP) 3. Conduct 8th grade Technology Literacy Assessment in accordance with ESEA of 1965 (CF) 4. Establish Standards Based Report Card Committee to plan for CCGPS and SB Report Card in FY2013(KR, CP) 5. Pilot K-5 Standards Based Report Card in Infinite Campus (KR, CP) 	<p>TARGETS: Instructional Technology</p> <ul style="list-style-type: none"> • FY2013/FY2014/FY2015:Instructional Technology Course goals defined in technology CIP <p>TARGETS: Student Information/Data</p> <ul style="list-style-type: none"> • FY2013/FY2014/FY2015: Monthly Data Clerk Meetings/Administrative Updates /On Time State Data Collections Sign off <p>TARGETS: Instructional Technology</p> <ul style="list-style-type: none"> • FY2013/FY2014/FY2015: 100% of appropriate staff trained on SchoolCenter, PDEExpress, E2020, Accelerated Math/STAR Math • FY2013/FY2014/FY2015:100% of instructional technology courses shall reflect and infuse the ISTE NETS-S and NET-T standards • FY2013/FY2014/FY2015:technology walk-throughs (K-12) shall be performed monthly • FY2013/FY2014/FY2015:50% of 8th grade students shall pass the 8th grade Technology Literacy Assessment (student achievement area)/60%/70%
	III.1.d To support continuous improvement training	<ol style="list-style-type: none"> 1. Provide June and July Leadership Trainings for administrative teams (Executive Cabinet) 2. Continue regular Graduation Matters Meetings and break-out sessions 	<p>Attendance at CCT/principal meetings</p> <ul style="list-style-type: none"> • FY2013:100% • FY2014:100% • FY2015:100%
	III.1.e To support individual school professional learning	<ol style="list-style-type: none"> 1. Provide guidance for alignment of available resources to identified professional learning needs (Executive Cabinet) 2. Monitor implementation of school professional learning plans (KR) <ul style="list-style-type: none"> • Approve <i>Course Proposals</i> for school • Approve <i>Out-of-District Activity Proposals</i> for school staff 	<p>Professional Learning Needs</p> <ul style="list-style-type: none"> • FY2013/FY2014/FY2015:100% of schools have professional learning plans that are aligned to school CIP

Performance Objective	Initiatives	Action Steps	Performance Targets
		3. Analyze the frequency of teacher absences from attending professional learning activities (KR)	
	III.1.f To ensure efficient and effective support services by training non-certified staff	1. Continue the monthly Local School Accountant (LSA) training (JH) 2. Continue the monthly data clerk training (CP) 3. Support the continued use development of a comprehensive custodial training program (CM) 4. Develop Support a comprehensive training plan for office support staff (Executive Cabinet, Principals) <ul style="list-style-type: none"> • Office norms (roles and responsibilities) • Build skill set for effective oral and written communication • Cross training • Continuous improvement learning community 	100% FERPA training participation for all employees
	III.a.g To provide training to support CCGPS	1. Support DOE provided K-12 CCGPS training (KR, NN, CF, ICs) 2. Provide training for Instructional Coaches in CCGPS and support re-delivery to schools (KR, NN, CF, ICs)	100% Instructional Coaches trained 100% Instructors trained
<i>Objective III.2: Effective Assessment of Professional Learning</i>	III.2.a To align Professional Learning to System Improvement Goals and Policy requirements	1. Examine the results of the data regarding professional learning needs and policy requirements to make adjustments to plans as needed. (KR, EJ)	Professional Learning Alignment to CIP <ul style="list-style-type: none"> • FY2013:100% • FY2014:100% • FY2015:100%

Strategic Objective IV: School Climate and Stakeholder Satisfaction

Performance Objective	Initiatives	Action Steps	Performance Targets
<p>Objective IV.1: <i>Schools will be safe and enriching</i></p>	<p>IV.1.a To develop systematic approaches to providing a safe learning environment for all constituents</p>	<ol style="list-style-type: none"> 1. Review system safety plan (CP) <ul style="list-style-type: none"> • Distribute copies of the system safety plan to Central Office administrators and principals • Revise/edit protocol of contact from school level to Central Office • Conduct a mock system disaster drill for Central Office • Conduct a system table top scenario (School Safety Teams and Administration) • Involve all key central departments in reviewing safety plans (transportation, facilities, receptionists, nutrition, etc.) • Assess each school’s CPR certified staff needs 2. Monitor procedures to ensure implementation of local policy on seclusion/restraint (Admin) <ul style="list-style-type: none"> • Identify and train, a minimum of one Mindset Trainer, per school staff (Admin, JM) 3. Monitor procedures to ensure implementation of local policy on bullying (Admin) 4. Provide training to staff on needs of Diabetic students 5. Provide training to staff on Epipen use and anaphylaxis 	<ul style="list-style-type: none"> • FY2013:50% of staff at each school CPR Certified • FY2014:75% of staff at each school CPR Certified • FY2015:85% of staff at each school CPR Certified • FY2013:20 Safety Course Sessions w/ GEMA • FY2014:25 Safety Course Sessions w/GEMA • FY2015: Integrate additional organizational involvement in training sessions • FY2013:100% NIMS Compliant • FY2013:100% GAINS Reporting • FY2013:Safe Schools Interagency Teams Maintained
<p>Objective IV.2: <i>Students, staff, parents, and community will be satisfied and involved with the direction of the schools and system</i></p>	<p>IV.2.a To improve system personnel perception of Central Office support and communication with the schools</p> <p>IV.2.b To increase staff, parent, student, and community perceptions of school quality</p>	<ol style="list-style-type: none"> 1. Increase visibility of central office staff in schools (Executive Cabinet) <ul style="list-style-type: none"> • School Events • BST Meetings • Walkthroughs, etc. 1. Examine results of stakeholder satisfaction survey conducted in May 2014(Executive Cabinet) 2. Conduct regular stakeholder meetings for Title I and Special Education (JM, KR) 3. Conduct focus group meetings as needed to solicit input on selected topics and subjects (Executive Cabinet) 4. Provide opportunities for communication with various media outlets 	<p>Anecdotal records of central office staff participation</p>

	IV.2.c To increase regular and consistent school attendance in grades K-12	<ol style="list-style-type: none"> 1. Monitor the implementation of the Jones County Attendance Plan and protocols (JW, JH, Principals) 2. Ensure the accuracy of school attendance and other school records (Executive Cabinet, CP, Principals) 	
	IV.2.d To increase community/business partnerships and volunteer hours	<ol style="list-style-type: none"> 1. Create a formal Business Partners in Education Program (BM, CPat CBP) <ul style="list-style-type: none"> • Establish steering committee, timeline, and calendar • Develop plans to formally recognize business partners (event) 	<p>TARGETS:</p> <ul style="list-style-type: none"> • FY2013:develop partnership guidelines

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