



Dr. John D. Barge, State School Superintendent  
 "Making Education Work for All Georgians"

Georgia Department of Education  
 Title I  
 Schoolwide/School Improvement Plan

Turner Woods Elementary: FY2013 School Continuous Improvement Plan

Strategic Objective I: Improving Student Achievement and Success

| Performance Objective   | Initiatives  | Action Steps   | Performance Targets   |  |  |  |  |   |         |     |      |   |           |           |           |           |           |           |            |            |            |   |           |           |           |            |           |           |            |            |            |   |           |           |           |           |           |           |            |            |            |   |           |           |           |           |           |           |            |            |            |   |            |           |           |            |            |           |            |            |            |                           |  |  |  |   |      |      |      |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |      |   |     |     |      |         |          |         |     |         |     |
|---|--|--|---|--|--|--|--|---|---------|-----|------|---|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|---|-----------|-----------|-----------|------------|-----------|-----------|------------|------------|------------|---|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|---|-----------|-----------|-----------|-----------|-----------|-----------|------------|------------|------------|---|------------|-----------|-----------|------------|------------|-----------|------------|------------|------------|---------------------------|--|--|--|---|------|------|------|---|-----|-----|-----|---|-----|-----|-----|---|-----|-----|-----|---|-----|-----|------|---|-----|-----|------|---------|----------|---------|-----|---------|-----|
| Objective I.1:<br>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 (GW, GH, DG)</li> <li>Use classroom walkthroughs, department meetings, grade level/content meetings, and work sessions to ensure that teachers are implementing the curriculum with fidelity. (GW, GH, DG)<br/> <i>K-5:</i> <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, performance tasks, and technology.)</li> </ul> </li> <li>Assist teachers in administering periodic common formative assessments to guide instructional practices. (GW, GH, DG, PEC, EIP, &amp; Title I Teachers)</li> <li>Conduct formal and informal performance reviews for BOE (BST)</li> <li>Lead the textbook adoption process according to the DOE adoption cycle and BOE instructions. (DG &amp; Textbook Committee)</li> <li>Monitor the vertical alignment of PreK-6 content areas. (GW, GH, DG, TJ, &amp; teachers)</li> <li>Support and monitor the implementation of the Animated Literacy (DG, GH, SP, &amp; K-2 Teachers)</li> <li>Purchase School Library Media books for the school media center for student circulation in accordance with CCGPS. (CN)               <ul style="list-style-type: none"> <li>Identify collection needs based on CCGPS correlation</li> </ul> </li> </ol> | <table border="1"> <thead> <tr> <th colspan="4">CRCT: All Students 3-5 (Assessments 1&amp;2)</th> </tr> <tr> <th>G</th> <th>Reading</th> <th>ELA</th> <th>Math</th> </tr> </thead> <tbody> <tr> <td rowspan="3">1</td> <td>2012--93%</td> <td>2012--87%</td> <td>2012--86%</td> </tr> <tr> <td>2013--96%</td> <td>2013--96%</td> <td>2013--93%</td> </tr> <tr> <td>2014--100%</td> <td>2014--100%</td> <td>2014--100%</td> </tr> <tr> <td rowspan="3">2</td> <td>2012--99%</td> <td>2012--93%</td> <td>2012--96%</td> </tr> <tr> <td>2013--100%</td> <td>2013--95%</td> <td>2013--98%</td> </tr> <tr> <td>2014--100%</td> <td>2014--100%</td> <td>2014--100%</td> </tr> <tr> <td rowspan="3">3</td> <td>2012--96%</td> <td>2012--95%</td> <td>2012--70%</td> </tr> <tr> <td>2013--98%</td> <td>2013--97%</td> <td>2013--85%</td> </tr> <tr> <td>2014--100%</td> <td>2014--100%</td> <td>2014--100%</td> </tr> <tr> <td rowspan="3">4</td> <td>2012--93%</td> <td>2012--94%</td> <td>2012--88%</td> </tr> <tr> <td>2013--96%</td> <td>2013--96%</td> <td>2013--94%</td> </tr> <tr> <td>2014--100%</td> <td>2014--100%</td> <td>2014--100%</td> </tr> <tr> <td rowspan="3">5</td> <td>2012--100%</td> <td>2012--99%</td> <td>2012--95%</td> </tr> <tr> <td>2013--100%</td> <td>2013--100%</td> <td>2013--98%</td> </tr> <tr> <td>2014--100%</td> <td>2014--100%</td> <td>2014--100%</td> </tr> </tbody> </table> <p>*Establish Exceeds Target at School Level</p> <table border="1"> <thead> <tr> <th colspan="4">CRCT All Students Science</th> </tr> <tr> <th>G</th> <th>2012</th> <th>2013</th> <th>2014</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>N/A</td> <td>90%</td> <td>94%</td> </tr> <tr> <td>2</td> <td>N/A</td> <td>90%</td> <td>94%</td> </tr> <tr> <td>3</td> <td>74%</td> <td>84%</td> <td>94%</td> </tr> <tr> <td>4</td> <td>89%</td> <td>96%</td> <td>100%</td> </tr> <tr> <td>5</td> <td>89%</td> <td>96%</td> <td>100%</td> </tr> </tbody> </table> <p>*Monitor AYP Watch Areas</p> <p>3 year School Plan to Increase Media collection</p> <table border="1"> <thead> <tr> <th>FY 2012</th> <th>Met goal</th> </tr> </thead> <tbody> <tr> <td>FY 2013</td> <td>+2%</td> </tr> <tr> <td>FY 2014</td> <td>+2%</td> </tr> </tbody> </table> | CRCT: All Students 3-5 (Assessments 1&2) |  |  |  | G | Reading | ELA | Math | 1 | 2012--93% | 2012--87% | 2012--86% | 2013--96% | 2013--96% | 2013--93% | 2014--100% | 2014--100% | 2014--100% | 2 | 2012--99% | 2012--93% | 2012--96% | 2013--100% | 2013--95% | 2013--98% | 2014--100% | 2014--100% | 2014--100% | 3 | 2012--96% | 2012--95% | 2012--70% | 2013--98% | 2013--97% | 2013--85% | 2014--100% | 2014--100% | 2014--100% | 4 | 2012--93% | 2012--94% | 2012--88% | 2013--96% | 2013--96% | 2013--94% | 2014--100% | 2014--100% | 2014--100% | 5 | 2012--100% | 2012--99% | 2012--95% | 2013--100% | 2013--100% | 2013--98% | 2014--100% | 2014--100% | 2014--100% | CRCT All Students Science |  |  |  | G | 2012 | 2013 | 2014 | 1 | N/A | 90% | 94% | 2 | N/A | 90% | 94% | 3 | 74% | 84% | 94% | 4 | 89% | 96% | 100% | 5 | 89% | 96% | 100% | FY 2012 | Met goal | FY 2013 | +2% | FY 2014 | +2% |
|   |  |  | CRCT: All Students 3-5 (Assessments 1&2)  |  |  |  |  |   |         |     |      |   |           |           |           |           |           |           |            |            |            |   |           |           |           |            |           |           |            |            |            |   |           |           |           |           |           |           |            |            |            |   |           |           |           |           |           |           |            |            |            |   |            |           |           |            |            |           |            |            |            |                           |  |  |  |   |      |      |      |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |      |   |     |     |      |         |          |         |     |         |     |
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| CRCT All Students Science   |  |  |   |  |  |  |  |   |         |     |      |   |           |           |           |           |           |           |            |            |            |   |           |           |           |            |           |           |            |            |            |   |           |           |           |           |           |           |            |            |            |   |           |           |           |           |           |           |            |            |            |   |            |           |           |            |            |           |            |            |            |                           |  |  |  |   |      |      |      |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |      |   |     |     |      |         |          |         |     |         |     |
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| 1   | N/A  | 90%  | 94%   |  |  |  |  |   |         |     |      |   |           |           |           |           |           |           |            |            |            |   |           |           |           |            |           |           |            |            |            |   |           |           |           |           |           |           |            |            |            |   |           |           |           |           |           |           |            |            |            |   |            |           |           |            |            |           |            |            |            |                           |  |  |  |   |      |      |      |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |      |   |     |     |      |         |          |         |     |         |     |
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| 3   | 74%  | 84%  | 94%   |  |  |  |  |   |         |     |      |   |           |           |           |           |           |           |            |            |            |   |           |           |           |            |           |           |            |            |            |   |           |           |           |           |           |           |            |            |            |   |           |           |           |           |           |           |            |            |            |   |            |           |           |            |            |           |            |            |            |                           |  |  |  |   |      |      |      |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |      |   |     |     |      |         |          |         |     |         |     |
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| FY 2012   | Met goal   |  |   |  |  |  |  |   |         |     |      |   |           |           |           |           |           |           |            |            |            |   |           |           |           |            |           |           |            |            |            |   |           |           |           |           |           |           |            |            |            |   |           |           |           |           |           |           |            |            |            |   |            |           |           |            |            |           |            |            |            |                           |  |  |  |   |      |      |      |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |      |   |     |     |      |         |          |         |     |         |     |
| FY 2013   | +2%  |  |   |  |  |  |  |   |         |     |      |   |           |           |           |           |           |           |            |            |            |   |           |           |           |            |           |           |            |            |            |   |           |           |           |           |           |           |            |            |            |   |           |           |           |           |           |           |            |            |            |   |            |           |           |            |            |           |            |            |            |                           |  |  |  |   |      |      |      |   |     |     |     |   |     |     |     |   |     |     |     |   |     |     |      |   |     |     |      |         |          |         |     |         |     |
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"Making Education Work for All Georgians"

| Performance Objective                | Initiatives   | Action Steps   | Performance Targets  |                                      |  |  |  |   |     |    |     |   |                                  |                                     |                                   |   |                                  |                                   |                                   |   |                                  |                                    |                                    |   |                                     |                                   |                                   |   |                                  |                                     |                                    |                                   |  |  |  |   |     |    |     |   |                                  |                                  |                                   |   |                                  |                                  |                                   |   |                                  |                                  |                                  |   |                                  |                                  |                                  |   |                                  |                                     |                                   |
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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"> <li>Assist teachers with identifying and tracking at-risk students in the areas of Reading, Math, and Behavior. (GW, GH, DG, TJ, KR, &amp; RTI Committee)</li> <li>Ensure the implementation of progress monitoring for students with disabilities in math and reading (KR, JC, JS, KB, &amp; LSh)               <ul style="list-style-type: none"> <li>Meet monthly with PEC lead teachers to review progress monitoring data and report to principals</li> <li>Annual data audit with PEC teachers</li> </ul> </li> <li>Review and monitor the Response to Intervention (RTI) protocol to ensure fidelity of implementation (GW, GH, DG, &amp; RTI Committee)               <ul style="list-style-type: none"> <li>Distribute, implement, and post on website the RTI Protocol Handbook (DG &amp; CN)</li> <li>Facilitate monthly meetings with teachers and school task force members (RTI Committee)</li> <li>Review progress monitoring reports quarterly with subpopulations clearly identified for adjusting instructional strategies for Tier 2 and Tier 3 students (GW, GH, DG, &amp; TJ)</li> <li>Continue the use of software (GRASP) for the purpose of universal screening and progress monitoring for reading and mathematics                   <ul style="list-style-type: none"> <li>Conduct RTI needs assessment</li> <li>Supervise RTI intervention teachers to ensure that set protocols are being addressed as defined</li> </ul> </li> </ul> </li> <li>Allocate 20-day funds and direct the development and implementation of after-school programs and other supplemental services (GW, GH, &amp; BST)               <ul style="list-style-type: none"> <li>Plans approved and implemented by October 31, 2012</li> </ul> </li> <li>Increase the effectiveness of inclusion (co-teaching) at all grade levels (KR, JC, JS, SB, &amp; LSh)               <ul style="list-style-type: none"> <li>Identify exemplary co-teaching teams to aid with training</li> <li>Support new technology initiatives in co-taught classrooms</li> <li>Conduct walkthroughs in co-taught classrooms</li> <li>Develop a Protocol for identifying Co-teaching teams of the year to represent the school for JCSS Co-teach team of the year</li> </ul> </li> <li>Monitor the progress of EL students throughout the school (GH)               <ul style="list-style-type: none"> <li>Monthly meetings with designated staff</li> <li>Provide on-going training on WIDA Standards instruction to classroom teachers</li> </ul> </li> </ol> | <table border="1"> <thead> <tr> <th colspan="4">CRCT &amp; Assessments Subgroups READING</th> </tr> <tr> <th>G</th> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2012:60%<br/>2013:65%<br/>2014:70%</td> <td>2012:100%<br/>2013:100%<br/>2014:100%</td> <td>2012:96%<br/>2013:98%<br/>2014:100%</td> </tr> <tr> <td>2</td> <td>2012:80%<br/>2013:85%<br/>2014:90%</td> <td>2012:100%<br/>2013:95%<br/>2014:99%</td> <td>2012:97%<br/>2013:99%<br/>2014:100%</td> </tr> <tr> <td>3</td> <td>2012:56%<br/>2013:66%<br/>2014:76%</td> <td>2012: 70%<br/>2013:80%<br/>2014: 90%</td> <td>2012:77%<br/>2013: 85%<br/>2014: 95%</td> </tr> <tr> <td>4</td> <td>2012:100%<br/>2013:100%<br/>2014:100%</td> <td>2012:89%<br/>2013:95%<br/>2014:100%</td> <td>2012:95%<br/>2013:97%<br/>2014: 99%</td> </tr> <tr> <td>5</td> <td>2012:86%<br/>2013:89%<br/>2014:94%</td> <td>2012:100%<br/>2013:100%<br/>2014:100%</td> <td>2012:95%<br/>2013:98%<br/>2014: 100%</td> </tr> </tbody> </table><br><table border="1"> <thead> <tr> <th colspan="4">CRCT &amp; 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**Georgia Department of Education**  
**Title I**  
**Schoolwide/School Improvement Plan**

Dr. John D. Barge, State School Superintendent  
 "Making Education Work for All Georgians"

| Performance Objective   | Initiatives   | Action Steps  | Performance Targets   |                                  |  |  |  |   |     |    |     |   |                                  |                                  |                                  |   |                                  |                                  |                                  |   |                                  |                                  |                                     |   |                                     |                                   |                                     |   |                                   |                                     |                                     |
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| Objective I.2:<br><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"> <li>1. Continue classroom walkthrough observations utilizing the <b>Observation 360 (Class Keys Informal Observation) (GW, GH, &amp; DG)</b></li> <li>2. Conduct discussions at IC meetings with teachers and at administrators meetings regarding instructional practices and walkthrough data. (Admin, IC, &amp; teachers)</li> <li>3. Administrative team will conduct focus walks to address specific needs identified by data and/or GAPSS</li> <li>4. Utilize Data Director to analyze student data to guide CIP Planning (BST)               <ul style="list-style-type: none"> <li>• Provide additional technical support to teachers</li> </ul> </li> </ol> | <ul style="list-style-type: none"> <li>• Each teacher will receive two informal ClassKeys observations per year</li> <li>• Each teacher will receive one formal ClassKeys observation per year</li> <li>• <b>All</b> school administrators and instructional coach are trained in the use of the class keys instruments</li> </ul>  |                                  |  |  |  |   |     |    |     |   |                                  |                                  |                                  |   |                                  |                                  |                                  |   |                                  |                                  |                                     |   |                                     |                                   |                                     |   |                                   |                                     |                                     |
|   | I.2.b. To increase the graduation rate and decrease the drop-out rate                                 | <ol style="list-style-type: none"> <li>1. Continue supporting the "Class of" Campaign in grades PreK-6 (TJ)               <ul style="list-style-type: none"> <li>• Vertical Team meetings (K-5 staff)</li> </ul> </li> <li>2. Continue to participate in the GEAR program and Graduation Matters meetings to support the graduation rate (TJ, GH, DG)               <ul style="list-style-type: none"> <li>• ES to MS Transition Team (TJ)</li> <li>• Pre-K to Kindergarten transition (TJ, K teachers)</li> </ul> </li> </ol>  |   |                                  |  |  |  |   |     |    |     |   |                                  |                                  |                                  |   |                                  |                                  |                                  |   |                                  |                                  |                                     |   |                                     |                                   |                                     |   |                                   |                                     |                                     |
|   | I.2.c. To provide equity in programs and opportunities  | <ol style="list-style-type: none"> <li>1. Continue to provide professional learning for staff to enhance inclusion (co-teaching) at all grade levels (KR &amp; GW)</li> <li>2. Provide <b>on-going</b> opportunities for training for teachers obtaining ESOL endorsement/training (GH &amp; JM)</li> <li>3. Provide <b>on-going</b> professional learning for staff on WIDA standards</li> </ol>   | <b>Inclusion teams trained in co-teaching strategies (general ed, special ed teachers, and paraprofessionals)</b> <ul style="list-style-type: none"> <li>• FY2013:100%</li> <li>• FY2014:100%</li> </ul>  |                                  |  |  |  |   |     |    |     |   |                                  |                                  |                                  |   |                                  |                                  |                                  |   |                                  |                                  |                                     |   |                                     |                                   |                                     |   |                                   |                                     |                                     |



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|---|---|---|---|
|   |   | (GH & JM)<br>4. Provide <b>on-going</b> opportunities for training for teachers obtaining gifted endorsement training (GW, JM, & KR)<br>5. Support opportunities for all students to engage in extra/co-curricular activities (including, but not limited to): <ul style="list-style-type: none"> <li>• Film Festival (RW &amp; CF)</li> <li>• <b>Science Fair (RO &amp; TS)</b></li> <li>• Fine Arts (EXP. Teachers)</li> <li>• Clubs (Teachers &amp; GW)</li> <li>• <b>Monitor participation in FY2013 (GH)</b></li> </ul> 6. Monitor and maintain 100% high-quality and effective instructional staff (GW) <ul style="list-style-type: none"> <li>• Participate in CPI pre-conference in mid-September with BOE to ensure high-quality compliance</li> <li>• Monitor the assignment of teachers to ensure a balance of experience and effectiveness</li> <li>• Develop a school-wide professional learning plan (BST)</li> </ul> 7. Provide and monitor the school-wide student handbook <b>(GH)</b> | <ul style="list-style-type: none"> <li>• FY2015:100%</li> </ul> <b>% of students engaged in extra/co-curricular activities:</b> <ul style="list-style-type: none"> <li>• FY2013:53%</li> <li>• FY2014:60%</li> <li>• FY2015:65%</li> </ul>  |
| Objective I.3:<br><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. (Examples: fall/spring curriculum meetings, Gifted Open House, <b>family expeditions one per nine weeks</b> , trips, etc.) <b>(RW)</b><br>2. Participate in the fall training session for school councils (GW)<br>3. <b>Coordinate RTI, SST, and 504 services (DG, TJ, LSh, &amp; RW)</b> <ul style="list-style-type: none"> <li>• <b>Support student transition between schools and grade levels through collaborative meetings between Counselors and School Level Coordinators</b></li> </ul> 4. Monthly parent involvement activities <b>(TJ)</b>   | <b>Gifted Parent Involvement</b><br>FY2013:each school documents three activities for involving family & community in gifted education services (RW)<br><br><b>Teachers trained in foundations of RTI</b> <ul style="list-style-type: none"> <li>• FY2013:100%</li> <li>• FY2014:100%</li> <li>• FY2015:100%</li> </ul> <b>Parent Involvement Activities</b> <ul style="list-style-type: none"> <li>• FY 2013: Minimum one per month</li> <li>• FY 2014: Minimum one per month</li> <li>• FY 2015: Minimum one per month</li> </ul> |



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

| Performance Objective                                     | Initiatives   | Action Steps   | Performance Targets  |
|---|---|--|--|
| Objective II.1:<br><i>Effective Operational Processes</i> | II.1.a: To provide a safe and efficient School Nutrition program                                  | 1. Train staff in correct sanitation procedures (MW)<br>2. Improve customer service and quality of meals (MW & LK)<br>3. Improve school-wide breakfast participation. (LK)<br>4. Improve school-wide lunch participation. (LK) <ul style="list-style-type: none"> <li>Implement 2<sup>nd</sup> - 5<sup>th</sup> grade serving themselves</li> <li>Teacher salad bar</li> </ul>   | <ul style="list-style-type: none"> <li>FY2013/FY2014/FY2015:100% Health sanitation scores</li> </ul> <p><b>Increase school lunch participation:</b></p> <ul style="list-style-type: none"> <li>FY2013:60%</li> <li>FY2014:65%</li> <li>FY2015:70%</li> </ul> <p><b>Increase school breakfast participation:</b></p> <ul style="list-style-type: none"> <li>FY2013:40%</li> <li>FY2014:50%</li> <li>FY2015:60%</li> </ul> |
|   | II.1.b To improve access to and the reliability of hardware, software, and technology networking. | 1. The requisition of smart boards to have one in each homeroom teacher's class. (GW)<br>2. Provide software (Brain Pop & Jr.) to enhance the learning (GW & CN)<br>3. Web pages updated (minimum each nine weeks) with information for parents and students (GW, CN, & teachers)<br>4. Improve the use of the STAR programs (AR and AM) and STAR assessments. (GH, DG, CN, and Teachers)<br>5. Implement and support the new Early Literacy program. (GH, DG, CN, and K-1 Teachers) | <p><b>SMART Board Installations</b></p> <ul style="list-style-type: none"> <li>FY2013: 2</li> <li>FY2014: 2</li> <li>FY2015: 100% classrooms with smartboards</li> </ul> <p><b>Software Programs</b></p> <ul style="list-style-type: none"> <li>FY2013:Brain Pop, Jr., &amp; Study Island</li> <li>FY2013: Star Early Lit.</li> <li>FY2013:Maintain a minimum of two educational software programs</li> </ul>            |



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| Performance Objective                                   | Initiatives  | Action Steps  | Performance Targets   |
|---|--|---|---|
|   | II.1.c. To improve preventative/ground maintenance, custodial services at the school.                    | 1. Implementation of Spartan Custodial Certification Program (CM & DH)<br>2. Facility staff involved in maintaining appropriate standards based on the system evaluation process (GH & DH)<br>3. Maintain notebook with accurate updates of chemical safety procedures (GH & DH)<br>4. Schedule custodians to maintain ground and building (DH)   | <b>Minimum Cleanliness Standards Met</b> <ul style="list-style-type: none"> <li>FY2013:100%</li> <li>FY2014:100%</li> <li>FY2015:100%</li> </ul> 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. |
| Objective II.2:<br><i>Effective Personnel Processes</i> | II.2.a To recruit and retain highly qualified teachers, paraprofessionals, and other support staff.      | Support ClassKeys implementation (GW, GH, & DG)<br>1. Support ClassKeys professional learning communities (GW, GH, & DG)<br>2. Collect teacher evaluations within specified timelines (GW & GH) <ul style="list-style-type: none"> <li>Review evaluations with teachers</li> </ul> 3. Monitor documentation of teacher renewal and non-renewal process (GW) <ul style="list-style-type: none"> <li>Provide deadlines, email updates, follow-up meetings, professional learning, etc.</li> </ul> | <ul style="list-style-type: none"> <li>FY2013: 100% of teachers evaluated using Class Keys</li> <li>FY2013:100% of teachers are highly qualified</li> <li>FY2013:100% of paraprofessionals are highly qualified</li> </ul>  |
|   | II.2.b To provide a safe and efficient transportation program for the staff and students of TWES.        | 1. Monthly Bus Duty (GH)<br>2. Implement Safety Patrol (EP, GH)<br>3. Monitor Bus Referrals (GH)  | <b>TARGETS:</b> <ul style="list-style-type: none"> <li>FY2013:90% referral turn around in 24 hour period</li> <li>FY2014:95% referral turn around in 24 hour period</li> <li>FY2015: 100% referral turn around in 24 hour period</li> </ul>   |
| Objective II.3:<br><i>Effective Financial Processes</i> | II.3.a To ensure smoother, efficient, and effective school budget, financial, and employee compensation. | 1. Provide detailed budget report and analysis for all accounts. (Each month/federal and state) (TB)<br>2. Participate in yearly audit of school financial accounts (TB & GW)<br>3. Improve operations of TWES level accounting (e.g., protocols and procedures) (TB & GW) <ul style="list-style-type: none"> <li>All account leads and principal will receive monthly fund balance reports</li> </ul> 4. Participate in Medicaid billing and ACE claiming (SB & Admin)                         | <b>TARGETS:</b> <ul style="list-style-type: none"> <li>FY2013:All designated therapists will complete Medicaid ACE billing</li> </ul>   |
| Objective II.4:   | II.4.a: To provide a process of continuous improvement of school   | 1. Completion of school CIP and BSC - October 5, 2012<br>2. School CIP and BSC will be posted on District & School Websites October 19, 2012  | <b>% of Staff with knowledge and access to an updated CIP and BSC</b> <ul style="list-style-type: none"> <li>FY2013:100%</li> </ul>   |



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|--|-----------------------------------|--|--|
| <p><i>Continuous Improvement Processes</i></p> | <p>processes and performance.</p> | <ol style="list-style-type: none"> <li>3. Attend Summer Leadership Training for school improvement initiatives (GW, GH, &amp; DG)               <ul style="list-style-type: none"> <li>• Follow-up sessions in July 2012</li> </ul> </li> <li>4. Attend &amp; participate in monthly Principals meeting (GW &amp; LSH)</li> <li>5. Monitor attendance &amp; participation of personnel in the GEAR or Grad Matters meetings (GW, GH, DG, TJ, &amp; CN)</li> <li>6. Conduct school BST meetings monthly (monthly agendas and minutes) (BST)               <ul style="list-style-type: none"> <li>• Maintain monthly sign in sheets, agendas &amp; minutes (GH)</li> </ul> </li> <li>7. Participate in performance review with BOE (BST)</li> <li>8. Implement &amp; monitor Balanced Score Card (BSC) (GW, GH, &amp; DG)</li> <li>9. Participate and support SACS/CASI process (BST)</li> <li>10. Monitor the implementation of strategies, professional learning, and other concepts based on the GAPSS findings for FY2011-12               <ul style="list-style-type: none"> <li>• Peer Observations</li> </ul> </li> <li>11. Support school-wide grant writing (RW)               <ul style="list-style-type: none"> <li>• Provide training and support for grade-level teams</li> <li>• Collaborate with BST &amp; staff to align grants with the school needs identified in the CIP</li> </ul> </li> </ol> | <p><b>Grant Participation</b></p> <ul style="list-style-type: none"> <li>• FY2013: 15% staff participation</li> <li>• FY2014: 25% staff participation</li> </ul> |

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

| Performance Objective   | Initiatives   | Action Steps   | Performance Targets   |
|---|---|--|---|
| <p>Objective III.1:<br/> <i>To provide continuous staff learning and growth through targeted professional learning opportunities.</i></p> | <p>III.1.a Improve the effectiveness of Standards-Based Teaching and Learning throughout the school</p> | <ol style="list-style-type: none"> <li>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 or other observation instrument) (GW, GH, &amp; DG)               <ul style="list-style-type: none"> <li>• Monitor and discuss observations at leadership meetings                   <ul style="list-style-type: none"> <li>○ Ensure that analysis of observation data regarding standards-based teaching and learning is shared with instructional staff (Admin. &amp; teachers)</li> </ul> </li> </ul> </li> <li>2. Support, monitor, and utilize PD360 as a professional development tool (aligned with ClassKeys and School Improvement) (BST &amp; staff)</li> <li>3. Monitor attendance and implementation from "Poverty Class" through RESA for all K-5 certified teachers (GW &amp; GH)</li> <li>4. Continue to implement &amp; develop professional learning communities (GW, GH, &amp; DG)               <ul style="list-style-type: none"> <li>• CCGPS and the results of formative/summative assessments and observation data and how they are used to adjust instruction</li> </ul> </li> </ol> | <ul style="list-style-type: none"> <li>• FY2012:100% Use of Observation 360 to analysis 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>1. Continue to support inclusion (co-teaching) at all grade levels (GW &amp; KR)               <ul style="list-style-type: none"> <li>• Identify exemplary co-teaching teams to aid with training</li> <li>• Support new technology initiatives, including assistive technology, in co-taught classrooms</li> </ul> </li> <li>2. Support the training of non-core content teachers and paraprofessionals on meeting the needs of students with disabilities (GW &amp; KR)               <ul style="list-style-type: none"> <li>• Assess training needs</li> </ul> </li> <li>3. Provide training opportunities and support the use of assistive technology as appropriate (AT)</li> </ol>  | <p>ASPIRE</p> <ul style="list-style-type: none"> <li>• FY2013: 30% students with IEP participation</li> <li>• FY2014: 50% of students with IEP participation</li> <li>• FY2015: 100% of students with IEP participation</li> </ul> <p>ABE</p> <ul style="list-style-type: none"> <li>• FY2012:</li> </ul> |
|   | <p>III.1.c Provide technology training to all staff</p>   | <ol style="list-style-type: none"> <li>1. Provide training opportunities and monitor effective use of instructional and administrative technology, including but not limited to: (GW, GH, DG, RW, &amp; CN)               <ul style="list-style-type: none"> <li>• Teacher Web pages</li> <li>• Film production</li> <li>• PDExpress</li> <li>• Observation 360</li> </ul> </li> </ol>   | <p><b>TARGETS: Student Information/Data</b></p> <ul style="list-style-type: none"> <li>• FY2013:Monthly Data Clerk Meetings / Administrative Updates / On Time State Data Collections Sign off</li> </ul>   |





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|-----------------------|--|--|---|
|                       |  | <ul style="list-style-type: none"> <li>• PD360</li> <li>• Math-related instruction (Accelerated Math, STAR Math, Destination Math)</li> <li>• STAR Reading &amp; Early Literacy</li> <li>• GRASP</li> <li>• Student-produced video/film</li> <li>• Web 2.0 tools</li> <li>• SMART BOARDS &amp; Products</li> <li>• Student Response Systems</li> <li>• Data Director</li> <li>• SEMSTracker (KR)</li> <li>• MOODLE</li> <li>• McAleer (TB)</li> <li>• Infinite Campus (AC)</li> </ul> <p>2. Support and monitor use of Infinite Campus (GW &amp; AC)</p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• schedules</li> <li>• FTE</li> <li>• Student Records</li> <li>• 4<sup>th</sup> &amp; 5<sup>th</sup> Report Cards</li> <li>• Data Procedures</li> </ul> <p>3. Support participation in monthly SIS clerk and Bookkeeping meetings (GW, TB, &amp; AC)</p> <p>4. Train and monitor the effective use of PDEExpress by all staff (GW &amp; CN)</p> <p>5. Continue support and training for effective use of Infinite Campus by all staff (GW &amp; AC)</p> <ul style="list-style-type: none"> <li>• School administrative staff</li> <li>• School counselors</li> <li>• Teachers (attendance &amp; grades)</li> </ul> | <p><b>TARGETS: Instructional Technology</b></p> <ul style="list-style-type: none"> <li>• FY2013:100% of Teachers trained on SchoolCenter, PDEExpress, Renaissance Learning Program, Data Director, PD 360, Learning Village, and Lexia</li> <li>• FY2013:technology walk-throughs (K-5) shall be performed monthly</li> </ul> |
|                       | <p>III.1.d Support continuous improvement training</p> | <ol style="list-style-type: none"> <li>1. Attend and participate in the June and July Leadership Training for administrative teams (GW, GH, &amp; DG)</li> <li>2. Attend and participate in the School leadership retreat in June (GW, GH, TJ, &amp; DG)</li> <li>3. Attend and participate in Principal meetings/training (GW)</li> <li>4. Attend and participate in Grad Matters meetings/training (GH)</li> <li>5. Attend and participate in Instructional Coach meetings/training and Grad Matters (DG)</li> </ol>   | <p><b>Attendance at principal meetings</b></p> <ul style="list-style-type: none"> <li>• FY2013:100%</li> <li>• FY2014:100%</li> </ul> <p><b>Attendance at GRAD MATTERS</b></p> <ul style="list-style-type: none"> <li>• FY2013:100%</li> <li>• FY2014:100%</li> </ul>   |



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|---|---|--|---|
|   |   | 6. Attend and participate in monthly elementary to middle school transition team meetings/training and Grad Matters (TJ)<br>7. Attend and participate in regular media specialists' meetings/training and Grad Matters (CN)<br>8. Conduct BST meetings (GW, GH, DG, & TJ)<br>9. Conduct Faculty, Vertical, and Committee meetings to review Data, CIP, and organizational procedures   | <b>BST Meetings</b> <ul style="list-style-type: none"> <li>FY2013:100%</li> <li>FY2014:100%</li> </ul>  |
| <i>Objective III.2: Effective Assessment of Professional Learning</i> | III.1.e Support professional development  | 1. Provide additional resources for identified professional learning needs (DG)<br>2. Monitor implementation of school professional learning plan (GW, GH, & DG) <ul style="list-style-type: none"> <li>CCGPS Webinars</li> <li>Poverty Class</li> <li>ParaProfessional Class &amp; book study</li> <li>Teacher Book Study</li> <li>PD360 to target professional learning based on PGP's &amp; Class Keys designated county &amp; school elements</li> </ul> 3. Monitoring attendance of all professional learning activities (DG) | <b>Professional Learning Needs</b> <ul style="list-style-type: none"> <li>FY2013/FY2014:100% of professional learning activities are aligned to school CIP</li> </ul> |
|   | III.1.f Ensure efficient and effective support services by training non-certified staff     | 1. Support participation in monthly Local School Accountant (LSA) training (GW & TB)<br>2. Support participation in monthly data clerk training (GW & AC)<br>3. Support for continual custodial training (GH)<br>4. Support training for office support staff (GW, GH, AC, TB) <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>        | FY 2013: 100% Account Summaries<br>FY 2014: 100% Account Summaries<br><br>FY 2013: 100% Accuracy of Student DATA<br>FY 2014: 100% Accuracy of Student DATA            |
|   | III.a.g Provide training to support CCGPS   | 1. Support DOE provided webinars for all staff training (GW & DG)<br>2. Support training and alignment of professional learning around CIP and CCGPS. (GW, GH, & DG)<br>3. Support attendance and training of IC in CCGPS for redelivery   | 100% of staff participate in CCGPS webinar trainings<br>100% participation of IC in CCGPS training sessions   |
|   | 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. (BST)   | <b>Professional Learning Perception (Satisfied+)</b> <ul style="list-style-type: none"> <li>FY2013:90%</li> <li>FY2014:95%</li> </ul>                                 |



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

| Performance Objective  | Initiatives  | Action Steps  | Performance Targets  |
|--|--|---|--|
| Objective IV.1:<br><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>Review school's safety plan (GH, GW, EP, &amp; Safety committee)               <ul style="list-style-type: none"> <li>Distribute copies of the school safety plan to all faculty and staff</li> <li>Revise/edit protocol of contact with new staff</li> <li>Conduct monthly fire drills and submit reports</li> <li>Conduct a severe weather drill and submit reports</li> <li>Conduct a mock emergency lock down drill</li> <li>Members of safety committee will attend at least one county-wide safety meeting. Hudson and/or Peavy will attend all safety county-wide meetings.</li> <li>Assess school's CPR certified staff needs</li> </ul> </li> <li>Work with staff on updated procedures to ensure implementation of local policy on seclusion/restraint (GH, GW, EP, &amp; Safety committee)</li> <li>Review Jones County and TWES discipline protocols for K-5 (GH, GW, EP, &amp; Safety committee)</li> <li>Review system policy and procedures to ensure implementation of proper local policy on bullying (GH, GW, TJ, EP, &amp; Safety committee)</li> <li>Provide training to staff on needs of Diabetic students (AW)</li> <li>Provide training to staff on EpiPen use and anaphylaxis (AW)</li> </ol> | <ul style="list-style-type: none"> <li>FY2013:25% of staff CPR Certified</li> <li>FY2014:30% of staff CPR Certified</li> <li>FY2015:35% of staff CPR Certified</li> <li>FY2013: 2 or more representatives attend at County Safety Course Sessions</li> <li>FY2014: : 2 or more representatives attend at County Safety Course Sessions</li> <li>FY2013:100% GAINS Reporting</li> </ul> |
| Objective IV.2:<br><i>Students, staff, parents, and community will be satisfied and involved with the direction of the schools and system.</i> | IV.2.b To increase staff, parent, student, and community perceptions of school quality.<br><br>IV.2.c To increase school attendance in grades K-12 | <ol style="list-style-type: none"> <li>Review and discuss with Leadership Team results of Central Office and TWES Parent Surveys. (BST)</li> <li>Parent Volunteer form sent home in August. (TJ)</li> <li>Parents "Mark Your Calendar" sent home during Open House (TJ)</li> <li>Conduct annual Title I Parent Meeting. (TJ, SK, &amp; LS)</li> <li>Conduct monthly parent involvement activities. (TJ, SK, &amp; LS)</li> <li>Survey (feedback form) after each parent involvement activity (TJ &amp; LS)</li> <li>Send home monthly newsletter with upcoming events (TJ)</li> <li>One Call System – used to remind parents of upcoming events (TJ)</li> <li>Large Calendar by gym to inform parents of upcoming events (TJ)</li> <li>Spring Parent Involvement survey (April/May) for input concerning 2013-2014(TJ)</li> <li>Jones County Community Partnership (TJ)</li> </ol> <ol style="list-style-type: none"> <li>Adhere to the Jones County Attendance Plan and protocols (GH)</li> <li>Each 9 week period attendance reports, teachers check accuracy (AC)</li> </ol>   | <b>Stakeholder Perception of School Quality Satisfied</b> <ul style="list-style-type: none"> <li>FY2012:90%</li> <li>FY2013:92%</li> <li>FY2014:95%</li> </ul>   |



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|-----------------------|---|---|---|
|                       | IV.2.d To increase community/business partnerships and volunteer hours. | 3. Positive incentives to promote good attendance (TJ)<br>1. Create a formal Business Partners in Education Program (TJ) <ul style="list-style-type: none"> <li>• Participate in Jones County Business Afterhours (GW, GH, TJ, DG)</li> <li>• Attend monthly OEI meetings- attended by various community agencies (TJ)</li> <li>• CLCP (Literacy Community Group) (DG)</li> </ul> | TARGETS:<br><ul style="list-style-type: none"> <li>• FY2013: develop business partners</li> <li>• FY2014: Participate in business afterhours</li> </ul> |

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