

Wells Elementary School: FY2014 Continuous Improvement Plan

Strategic Objective I: Improving Student Achievement and Success

Performance Objective	Initiatives	Action Steps	Performance Targets																																																																																																									
<p>Objective I.1: <i>Student Mastery of the Georgia Performance Standards (GPS/CCGPS)</i></p>	<p>I.1.a: To align and implement curriculum, instruction, and assessment to the GPS/CCGPS</p>	<ol style="list-style-type: none"> Ensure veteran and new teachers have access to updated curriculum documents for Common Core GPS (NW, Leads) Use classroom walkthroughs, department meetings, grade level/content meetings, and work sessions to ensure that teachers are implementing the curriculum with fidelity. (TM, SJ, NW, Leads) <ul style="list-style-type: none"> Curriculum Maps, aligned with CCGPS Standards (with identified “priority” standards) Unit Frameworks <i>Lesson Plans (including differentiated instruction, flexible grouping, assessments, performance tasks, student use of technology, and standards - based teacher commentary)</i> TRIBES strategies for inclusion and content standards Monitor the implementation of Data Teams to ensure comprehensive analysis of all data sources is used to improve instructional effectiveness and student growth. (TM, SJ, NW) Administer Instructional Assessments (Teachers) Monitor and report Instructional Assessment (TM, SJ, NW) Participate in the ELA textbook adoption process according to the DOE adoption cycle (TM, SJ, NW, Teachers) Monitor the vertical and horizontal alignment of all contents areas (IT,Leads) Review, revise, and implement alignment of K-5 Language Arts by implementing a school-wide Writing Plan (NW, Leads) Target Phonics instruction through interventions/Title support (Teachers, IT) Monitor the performance on the CCRPI indicators. (Principals, KR, CF, NN, JM, CCT, BST) Create a comprehensive Professional Learning Plan based on identified needs, including: (TM, SJ, NW, BST) <ul style="list-style-type: none"> SACS Required Actions TKES LKES PD 360 Common Core 360 Instructional Coaches Modeling Plan Vertical Alignment Classroom management with one-to-one technology. 	<table border="1"> <thead> <tr> <th colspan="5">Instructional Assessments: All Students</th> </tr> <tr> <th>G</th> <th>Reading</th> <th>ELA</th> <th colspan="2">Math</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2014: 2015: 2016: 2017:</td> <td>2014: 2015: 2016: 2017:</td> <td colspan="2">2014: 2015: 2016: 2017:</td> </tr> <tr> <td>2</td> <td>2014: 2015: 2016: 2017:</td> <td>2014: 2015: 2016: 2017:</td> <td colspan="2">2014: 2015: 2016: 2017:</td> </tr> <tr> <td colspan="5">*Science baseline scores established Spring FY12</td> </tr> <tr> <th colspan="5">CRCT: All Students</th> </tr> <tr> <th>G</th> <th>Reading</th> <th>ELA</th> <th colspan="2">Math</th> </tr> <tr> <td>3</td> <td>2013:90% 2014:95% 2015:95% 2016:≥95%</td> <td>2013:89% 2014:93% 2015:94% 2016:≥95%</td> <td colspan="2">2013:72% 2014:88% 2015:89% 2016:91%</td> </tr> <tr> <td>4</td> <td>2013:90% 2014:95% 2015:95% 2016:≥95%</td> <td>2013:85% 2014:93% 2015:94% 2016:≥95%</td> <td colspan="2">2013:71% 2014:88% 2015:89% 2016:91%</td> </tr> <tr> <td>5</td> <td>2013:87% 2014:95% 2015:95% 2016:≥95%</td> <td>2013:87% 2014:93% 2015:94% 2016:≥95%</td> <td colspan="2">2013:85% 2014:88% 2015:89% 2016:91%</td> </tr> <tr> <th colspan="5">CRCT: All Students - Science</th> </tr> <tr> <th>G</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> <tr> <td>3</td> <td>78%</td> <td>82%</td> <td>84%</td> <td>86%</td> </tr> <tr> <td>4</td> <td>85%</td> <td>82%</td> <td>84%</td> <td>86%</td> </tr> <tr> <td>5</td> <td>76%</td> <td>82%</td> <td>84%</td> <td>86%</td> </tr> <tr> <th colspan="5">CRCT: All Students – Social Studies</th> </tr> <tr> <th>G</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> </tr> <tr> <td>3</td> <td>86%</td> <td>88%</td> <td>90%</td> <td>92%</td> </tr> <tr> <td>4</td> <td>86%</td> <td>88%</td> <td>90%</td> <td>92%</td> </tr> <tr> <td>5</td> <td>81%</td> <td>83%</td> <td>85%</td> <td>87%</td> </tr> <tr> <td colspan="5"><i>*FY2013 reflects change to CCGPS tests in Reading, ELA, Math</i></td> </tr> </tbody> </table>	Instructional Assessments: All Students					G	Reading	ELA	Math		1	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:		2	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:		*Science baseline scores established Spring FY12					CRCT: All Students					G	Reading	ELA	Math		3	2013:90% 2014:95% 2015:95% 2016:≥95%	2013:89% 2014:93% 2015:94% 2016:≥95%	2013:72% 2014:88% 2015:89% 2016:91%		4	2013:90% 2014:95% 2015:95% 2016:≥95%	2013:85% 2014:93% 2015:94% 2016:≥95%	2013:71% 2014:88% 2015:89% 2016:91%		5	2013:87% 2014:95% 2015:95% 2016:≥95%	2013:87% 2014:93% 2015:94% 2016:≥95%	2013:85% 2014:88% 2015:89% 2016:91%		CRCT: All Students - Science					G	2013	2014	2015	2016	3	78%	82%	84%	86%	4	85%	82%	84%	86%	5	76%	82%	84%	86%	CRCT: All Students – Social Studies					G	2013	2014	2015	2016	3	86%	88%	90%	92%	4	86%	88%	90%	92%	5	81%	83%	85%	87%	<i>*FY2013 reflects change to CCGPS tests in Reading, ELA, Math</i>				
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	<p>I.1.b To close the achievement gap among different school populations (SWD, ED, Minority)</p>	<ol style="list-style-type: none"> Ensure the implementation of progress monitoring for students with disabilities in math and reading (KC, Teachers) <ul style="list-style-type: none"> Select/develop a progress monitoring system for Tier 4 students(NW, KA) Meet monthly with PEC lead teachers to review progress monitoring data and report to principals (KA) Annual data audit (KA, PEC Teachers) Review, revise, and monitor the Response to Intervention (RTI)/504 protocol to ensure fidelity of implementation (TM, SJ, NW) <ul style="list-style-type: none"> Adhere to county RTI Protocol Handbook (NW, faculty) Review progress monitoring reports monthly with subpopulations clearly identified for adjusting instructional strategies for Tier 2 and Tier 3 students (RTI Teams) Continue the use of software (such as GRASP) for the purpose of universal screening and progress monitoring in (Grades 1 -5) reading and mathematics (NW) Supervise RTI intervention teachers to ensure that set protocols are being addressed as defined (TM, SJ, NW) Utilize ABE for students entering Tier 2 for behavior.(NW, BM) Allocate 20-day funds and direct the development and implementation of after-school programs/Saturday School, After School Tutoring, and other supplemental services (IT) (Plans approved and implemented by October 31, 2013) Increase the effectiveness of inclusion (co-teaching) at all grade levels <ul style="list-style-type: none"> Identify exemplary co-teaching teams to aid with training and modeling (TM, SJ, NW) Support new technology initiatives in co-taught classrooms(TM, SJ, NW ,MM,AW, Media TRIBE) Conduct walkthroughs in co-taught classrooms(TM, SJ, NW) Utilize methods for tracking at-risk students in Tier 1/EIP (TM/SJ/NW, Teachers) Conduct and review yearly RTI needs assessment (TM, SJ, NW) 	<table border="1"> <thead> <tr> <th colspan="4">Instructional Assessments: Subgroups Reading</th> </tr> <tr> <th>G</th> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2014: 2015: 2016: 2017:</td> <td>2014: 2015: 2016: 2017:</td> <td>2014: 2015: 2016: 2017:</td> </tr> <tr> <td>2</td> <td>2014: 2015: 2016: 2017:</td> <td>2014: 2015: 2016: 2017:</td> <td>2014: 2015: 2016: 2017:</td> </tr> </tbody> </table> <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>3</td> <td>2013:NA 2014:82% 2015:84% 2016:86%</td> <td>2013: 87% 2014:92% 2015:93% 2016:93%</td> <td>2013:87% 2014:92% 2015:93% 2016:94%</td> </tr> <tr> <td>4</td> <td>2013:54% 2014:82% 2015:84% 2016:86%</td> <td>2013:89% 2014:92% 2015:93% 2016:93%</td> <td rowspan="3">(Reflects 3-5 students as one group.)</td> </tr> <tr> <td>5</td> <td>2013:50% 2014:82% 2015:84% 2016:86%</td> <td>2013:87% 2014:92% 2015:93% 2016:93%</td> </tr> </tbody> </table> <p>*FY2013 reflects change to CCGPS tests in Reading, ELA, Math</p> <table border="1"> <thead> <tr> <th colspan="4">Instructional Assessments: Subgroups Math</th> </tr> <tr> <th>G</th> <th>SWD</th> <th>AA</th> <th>SES</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2014: 2015: 2016: 2017:</td> <td>2014: 2015: 2016: 2017:</td> <td>2014: 2015: 2016: 2017:</td> </tr> <tr> <td>2</td> <td>2014: 2015: 2016: 2017:</td> <td>2014: 2015: 2016: 2017:</td> <td>2014: 2015: 2016: 2017:</td> </tr> </tbody> </table>	Instructional Assessments: Subgroups Reading				G	SWD	AA	SES	1	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:	2	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:	CRCT Subgroups Reading				G	SWD	AA	SES	3	2013:NA 2014:82% 2015:84% 2016:86%	2013: 87% 2014:92% 2015:93% 2016:93%	2013:87% 2014:92% 2015:93% 2016:94%	4	2013:54% 2014:82% 2015:84% 2016:86%	2013:89% 2014:92% 2015:93% 2016:93%	(Reflects 3-5 students as one group.)	5	2013:50% 2014:82% 2015:84% 2016:86%	2013:87% 2014:92% 2015:93% 2016:93%	Instructional Assessments: Subgroups Math				G	SWD	AA	SES	1	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:	2	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:
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7. Provide opportunities for training for teachers obtaining ESOL endorsement/training (TM, SJ, NW)
8. Provide professional learning for staff on WIDA standards (SJ)
9. Monitor the progress of EL students (TM, SJ, NW)
10. Implement technology in lesson delivery and learning activities (teachers)
11. Maintain data room to monitor student progress (SJ)
12. Monitor the performance on the CCRPI indicators for all sub-populations. (TM, SJ, NW, BST)
13. Investigate and implement software programs to assist with targeted supplemental instruction (NW/AW/MM, Media TRIBE)
14. Develop departmental/grade level SMART goals to address specific needs (Leads/SJ)

CRCT Subgroups ELA			
G	SWD	AA	SES
3	2013:NA 2014:78% 2015:81% 2016:83%	2013:87% 2014:90% 2015:91% 2016:92%	2013:84% 2014:90% 2015:91% 2016:92%
4	2013:50% 2014:78% 2015:81% 2016:83%	2013:89% 2014:90% 2015:91% 2016:92%	(Reflects 3-5 students as one group.)
5	2013:40% 2014:78% 2015:81% 2016:83%	2013:90% 2014:90% 2015:91% 2016:92%	

CRCT Subgroups MATH			
G	SWD	AA	SES
3	2013:NA 2014:73% 2015:76% 2016:79%	2013:74% 2014:82% 2015:84% 2016:86%	2013:71% 2014:84% 2015:85% 2016:87%
4	2013:NA 2014:73% 2015:76% 2016:79%	2013:64% 2014:82% 2015:84% 2016:86%	(Reflects 3-5 students as one group.)
5	2013:40% 2014:73% 2015:76% 2016:79%	2013:84% 2014:82% 2015:84% 2016:86%	

Instructional Assessments: Subgroups ELA			
G	SWD	AA	SES
1	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:
2	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:	2014: 2015: 2016: 2017:

CRCT Subgroups Science			
G	SWD	AA	SES
3	2013:NA	2013:74%	2013:72%
	2014:64%	2014:76%	2014:76%
	2015:68%	2015:78%	2015:78%
	2016:72%	2016:80%	2016:81%
4	2013:75%	2013:79%	(Reflects 3-5 students as one group.)
	2014:76%	2014:81%	
	2015:78%	2015:83%	
	2016:80%	2016:85%	
5	2013:30%	2013:72%	
	2014:64%	2014:74%	
	2015:68%	2015:76%	
	2016:72%	2016:78%	

CRCT Subgroups Social Studies			
G	SWD	AA	SES
3	2013:NA	2013:91%	2013:80%
	2014:62%	2014:92%	2014:74%
	2015:66%	2015:94%	2015:77%
	2016:71%	2016:≥95%	2016:80%
4	2013:66%	2013:84%	(Reflects 3-5 students as one group.)
	2014:68%	2014:86%	
	2015:70%	2015:88%	
	2016:72%	2016:90%	
5	2013:30%	2013:79%	
	2014:62%	2014:82%	
	2015:66%	2015:84%	
	2016:71%	2016:86%	

Grade 3 Writing Assessment			
2013	2014	2015	2016
%	89%	92%	95%

Grade 5 Writing Assessment			
2013	2014	2015	2016
83%	87%	89%	92%

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 of classroom walkthrough observation instrument utilizing Observation 360 (TM, SJ, NW) 2. Utilize the Georgia CLASS Keys Observation 360 template for all formal and informal CLASS Keys observations. (TM, SJ) 3. Conduct discussions at CCT meetings regarding evaluation of lesson plans and walkthroughs (TM, SJ) 4. Utilize Data Director to analyze student data to guide CIP Planning (TM, SJ, NW , Teachers) 5. Implement differentiated instructional strategies in all classrooms (Teachers) 6. Provide feedback on lesson plans and walkthroughs (TM,SJ,NW) 7. Teachers share standards-based classroom best practices at meetings (Grade-Level Leads) 8. Maximize instructional time through effective and creative scheduling (TM) 9. Minimize multiple grade levels for support staff, where possible, to provide more effective grade-level planning (TM) 10. Maintain a user-friendly school-wide science lab (Learning Environment TRIBE) 11. Continue to promote Tribes Learning Communities for inclusion and content standards 	<ul style="list-style-type: none"> • FY2014/2015/2016: Classroom Walkthroughs (3-6) will be conducted in every classroom to assist with evidence gathering • FY2014/2015/2016: Each teacher will receive a minimum of two informal ClassKeys or GTOI observations per year • FT2014/2015/2016: Each teacher will receive one formal ClassKeys or GTOI observation per year • FY2014/2015/2016: All school administrators, instructional coaches, and teachers leaders are trained in the use of the evaluation instruments <p>PreK PQA Audit of Meets/Exceeds</p> <ul style="list-style-type: none"> • FY2014: 100% • FY2015: 100% • FY2016: 100% <p>Increase # of county winners in YGA competition</p> <ul style="list-style-type: none"> • FY2014: >3 per gr. Level • FY2015: >3 per gr. Level • FY2016: >3 per gr. Level
	I.2.b. To increase the graduation rate and decrease the drop-out rate	<ol style="list-style-type: none"> 1. Participate in Graduation Matters meetings (SJ,NW,BM,MM) 2. Increase communication and collaboration among the feeder schools (transition plans) (TM, SJ, NW, BM) 3. Implement 5th Gr. "Target Checklist" for MS use (NW/BM/BS) 4. Conduct end-of-year joint meeting of WES and CRMS counselors to facilitate 5th grade transition (BM) 	
	I.2.c. To provide equity in programs and opportunities	<ol style="list-style-type: none"> 1. Continue to provide professional learning to support staff: inclusion, autism, PBIS, progress monitoring, and due process. (TM, SJ, NW) 2. Support the implementation of EIP and Title I co-teaching teams. (TM, SJ, NW) 	<p>Inclusion teams trained in co-teaching strategies (general ed, special ed teachers, and paraprofessionals)</p> <ul style="list-style-type: none"> • FY2014:100% • FY2015: 100% • FY2016:100%

		<ol style="list-style-type: none"> 3. Provide information for personnel seeking endorsements and/or career growth opportunities, such as ESOL, WIDA, Gifted, or Coaching. (TM, SJ, NW) 4. Support opportunities for students to engage in extra/co-curricular activities (Student Events TRIBE, Media TRIBE) including, but not limited to: <ul style="list-style-type: none"> • Quiz Bowl • Clubs • Reading Bowl • YGA (NN) • DAR (KR) • Monitor participation in FY2014 5. Monitor and maintain 100% high-quality and effective instructional staff <ul style="list-style-type: none"> • Participate in CPI pre-conference in mid-September with Central Office staff to ensure high-quality compliance (TM) • Monitor the assignment of teachers to ensure a balance of experience and effectiveness (TM) • Develop a School-wide professional learning plan (TM, SJ, NW) • Support a Teacher Mentor Program for teachers with 3 or less years of experience and those new to Jones County Schools.(TM, SJ, NW) • Review and revise school-wide student handbook (stakeholders) 	<p>% of students engaged in extra/co-curricular activities:</p> <ul style="list-style-type: none"> • FY2014:55% • FY2015:60% • FY2016:65%
<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. Support opportunities for Title I family engagement to build parent capacity and involvement. (TM, SJ, SD) 2. Attend fall training session for school council members(TM, council members) 3. Continue implementation of the TRIBES Framework (BST) 4. Provide TRIBES training for new faculty/staff (BM) 5. Develop and implement Title I parent training and information meetings (SD,TM) 6. Provide monthly family calendars and bi-monthly parent newsletters (TM, SD) 7. Support student transition between schools and grade levels through collaborative meetings between Counselors and School Level Coordinators.(BM, NW) 8. Continue Ready-Set-Goal Program (BM, Teachers) 9. Improve delivery of character education using the 11 Principles of character Education Assessment. Investigate requirements for School of Character status and consider applying. (BM) 	<p>Gifted Parent Involvement</p> <ul style="list-style-type: none"> • FY2014/2015/2016: WES will document activities for involving family & community <p>Teachers trained in foundations of RTI</p> <ul style="list-style-type: none"> • FY2014:100% • FY2014:100% • FY2016:100% <p>Increase in Family Involvement Participation</p> <ul style="list-style-type: none"> • FY2014: >4000 • FY2015: >4200 • FY2015: >4400 <p>Comprehensive Guidance Program – RAMP ASCA Recognition</p> <ul style="list-style-type: none"> • FY2014: Yes • FY2015: Yes • FY2016: Yes <p>TRIBES Classrooms Established</p> <ul style="list-style-type: none"> • FY2014: 100% • FY2015: 100% • FY2016: 100%

		<p>10. Organize re-delivery of information regarding cyber safety to students/faculty/parents. (AW, MM, BM)</p> <p>11. Provide career education for grades 1-5. Develop/implement plans for 5th grade career portfolios in 2016. (BM)</p> <p>12. Utilize Title I Family Compacts in conferences with parents and students.</p>	
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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"> 1. Train staff in correct sanitation procedures (BA) 2. Maintain exemplary school health inspection ratings (BA) 3. Improve customer service and quality of meals (BA) 4. Improve breakfast participation. (BA) 5. Improve lunch participation. (BA) 	<p>FY2014/FY2015/FY2016: 97% Health Sanitation Scores</p> <p>Lunch participation:</p> <ul style="list-style-type: none"> • FY2014:74% • FY2015:75% • FY206 :76% <p>Breakfast participation:</p> <ul style="list-style-type: none"> • FY2014:65% • FY2015:67% • FY2016:70%
	II.1.b To improve access to and the reliability of hardware, software, and technology networking.	<ol style="list-style-type: none"> 1. Requisition updated classroom technology to ensure that all students and staff members have regular and ready access to instructional technology (MM/AW/SJ/TM) 2. Improve response time to technology concerns (MM/JS) 	<p>TARGETS: Technology</p> <p>Regular Ed. Classrooms (K-5th) – 2 modern computers, 1 laser printer</p> <ul style="list-style-type: none"> • FY2014: 100% • FY2015: 100% • FY2016: 100% <p>Regular Ed. Classrooms (K-5th) with Smartboards</p> <ul style="list-style-type: none"> • FY2014: 100% • FY2015: 100% • FY2016: 100% <p>Ipads available for students</p> <ul style="list-style-type: none"> • FY2014: 50 • FY2015: 60 • FY2016: 70 <p>Student response systems available for classrooms</p> <ul style="list-style-type: none"> • FY2014:9 • FY2015: 10 • FY206: 11 <p>Wireless Access</p> <p>FY2014:100% of instructional areas with wireless access</p> <p>FY2015:100% of instructional areas with wireless access</p> <p>FY2016: 100% of instructional areas with wireless access</p>

Performance Objective	Initiatives	Action Steps	Performance Targets
	II.1.c. To improve preventative/ground maintenance, custodial services at the school facilities.	<ol style="list-style-type: none"> 1. Involve facility staff in the evaluation process of custodial services (TM/SJ) 2. Maintain a school maintenance plan (TM/KB) 	Minimum Cleanliness Standards Met <ul style="list-style-type: none"> • FY2014:100% • FY2015:100% • FY2016:100% Minimum Certification Requirements Met <ul style="list-style-type: none"> • FY2014:100% • FY2015:100% • FY2016:100%
	II.1.d. To plan for and construct schools, classrooms, and facilities	<ol style="list-style-type: none"> 1. Maintain existing playgrounds to meet needs of all aged students 2. Maintain a school facilities plan. (TM, CM) 	Playground/Outside Learning Areas' Enhancements <ul style="list-style-type: none"> • FY2014: Yes • FY2015: Yes • FY2016: Yes Facilities Plan Maintained <ul style="list-style-type: none"> • FY2014: Yes • FY2015: Yes • FY2016: Yes
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"> 1. Support ClassKeys implementation(IT) 2. Submit teacher evaluations within specified timelines (TM,SJ) <ul style="list-style-type: none"> • Review evaluations with superintendent 3. Monitor documentation of teacher non-renewal process (TM, SJ) <ul style="list-style-type: none"> • Provide deadlines, email updates, follow-up meetings, professional learning, etc. 4. Support a process for recruiting and retaining high-performing staff (TM, SJ) 5. Monitor the school's equity plan addressing experience and highly-qualified staff (TM, SJ) 6. Continues the partnerships with local colleges and universities (TM) 	<ul style="list-style-type: none"> • FY2013and there after:100% of teachers trained in Class Keys/Teacher Keys • FY2014/FY2015/FY2016:100% of teachers are highly qualified • FY2013/FY2014/FY2015:100% of paraprofessionals are highly qualified PreK Staff Trained in PreK Audit Standards <ul style="list-style-type: none"> • FY2014: 100% • FY2015: 100% • FY2016: 100% Staff Retention Rate <ul style="list-style-type: none"> • FY2014: 95% • FY205: 95% • FY2016: 95% Staff Diversity Rating <ul style="list-style-type: none"> • FY2014: 15% • FY2015: >15% • FY2016: >15%
	II.2.b To provide a safe and efficient transportation program for the staff and students of Jones County.	<ol style="list-style-type: none"> 1. Support the transportation dept. plan (SJ/JJ) 2. Provide Safety Training for students (SJ/BM/JJ, Safety TRIBE) 3. Monitor bus discipline referrals (SJ/JJ) 4. Continue implementation of the Bus Safety Program (SJ/JJ) 	TARGETS: Bus Safety Training for Students <ul style="list-style-type: none"> • FY2014: Yes • FY2015: Yes • FY2016: Yes Reduction in Bus Referrals <ul style="list-style-type: none"> • FY2014: 8 or fewer per bus each month

Performance Objective	Initiatives	Action Steps	Performance Targets
			<ul style="list-style-type: none"> FY2015: 7 or fewer per bus each month FY2016: 6 or fewer per bus each month
<p>Objective II.3: <i>Effective Financial Processes</i></p>	<p>II.3.a To ensure smoother, efficient, and effective system budget, financial, and employee compensation.</p>	<ol style="list-style-type: none"> Conduct yearly audits of school financial accounts (TM, JH, LS) Continue Medicaid billing and ACE claiming (NA) Provide detailed budget reports as requested (LS/TM) Develop fundraising plan to address the school's needs (TRIBES/PTO/Admin) 	<p>Citation-Free on Annual Audit</p> <ul style="list-style-type: none"> FY2014: Yes FY2015: Yes FY2016: Yes <p>Establish and Implement Fundraising Plan</p> <ul style="list-style-type: none"> FY2014: Yes FY2015: Yes FY2016: Yes <p>FY2014:All designated therapists will submit 60% Medicaid ACE billing FY2015:All designated therapists will submit 65% Medicaid ACE billing FY2016:All designated therapists will submit 70% Medicaid ACE billing</p>
<p>Objective II.4: <i>Continuous Improvement Processes</i></p>	<p>II.4.a: To provide a process of continuous improvement of all system and school processes and performance.</p>	<ol style="list-style-type: none"> Completion of CIP by August 1, 2013 Completion of school CCRPI/BSC – October 4, 2013 School CIP posted on School Website – –August 1, 2013 Participate in Summer Leadership Training to provide guidance for school improvement initiatives (TM, SJ, NW) Participate in monthly Central Change Team (CCT)/principal meetings (TM/SJ) Conduct school BST meetings monthly (monthly agendas and minutes) (TM) Participate in performance review (conducted by Exec. Cmte.) Implement Balanced Score Card (BSC) Provide updated SACS/CASI information/reports (TM, SJ, Standards chairs) Review Title I documents throughout the school year, update annually, and align with school/system CIP (TM/SD/BST) Support grant writing team <ul style="list-style-type: none"> Provide training and support for grade-level teams (Ways & Means TRIBE) Align school needs with CIP 	<p>Updated CIPs and BSCs FY2014: Monthly Review FY2015: Monthly Review FY2016: Monthly Review</p> <p>Align CIP/BSC to system CIP/BSC FY2014: Yes FY2015: Yes FY2016: Yes</p> <p>Increase in number of Grants received FY2014: Yes FY2015: Yes FY2016: Yes</p> <p>GAPSS Analysis FY2014: Internal Elementary School Program Review FY2016:External Elementary Program Review FY2018:SACS Reaccreditation</p>

Strategic Objective III: Professional Learning and Growth

Performance Objective	Initiatives	Action Steps	Performance Targets
<p>Objective III.1: <i>To provide continuous staff learning and growth through targeted professional learning opportunities.</i></p>	<p>III.1.a Improve the effectiveness of Standards-Based Teaching and Learning throughout the system</p>	<ol style="list-style-type: none"> 1. Support the analysis of classroom walkthrough observation data and its use in guiding adjustments to instruction and identified professional learning (using Georgia CLASS Keys Observation template in <i>Observation 360</i>) <ul style="list-style-type: none"> • Ensure that analysis of observation data regarding standards-based teaching and learning is cascaded to instructional staff (TM, SJ, NW) 2. Support and monitor the use of PD360 and Common Core 360 as a professional development tool (aligned with ClassKeys and School Improvement) (TM, SJ, NW) 3. Continue to support professional learning communities at grade levels 4. Participate in professional development to better understand and implement CCGPS. 	<ul style="list-style-type: none"> • FY2014:100% 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. Continue to support inclusion (co-teaching) at all grade levels <ul style="list-style-type: none"> • Identify exemplary co-teaching teams to aid with training (TM, SJ, NW) • Support new technology initiatives, including assistive technology, in co-taught classrooms 2. Support the training of non-core content teachers and paraprofessionals on meeting the needs of students with disabilities <ul style="list-style-type: none"> • Assess training needs and provide appropriate staff development • Provide training on autism • Provide training on interactive reading programs 3. Support the use of assistive technology as appropriate 4. Support the training of CRCT-M qualifications/selection process (TM, SJ, PEC Leads) 	
	<p>III.1.c Provide technology training to all staff</p>	<ol style="list-style-type: none"> 4. Monitor effective use of instructional and administrative technology, which may include, but is not limited to: <ul style="list-style-type: none"> • Teacher (Grade Level) Web pages • PDEExpress • PD360 • Observation 360 • Common Core 360 • Accelerated Reader 	<p>TARGETS: Student Information/Data</p> <ul style="list-style-type: none"> • FY2014/2015/2016:Monthly Data Clerk Meetings / Administrative Updates / On Time State Data Collections Sign off • FY2014/2015/FY2016- 100% of 4th and 5th grade classes engaged in electronic grade reporting- <p>TARGETS: Instructional Technology</p>

Performance Objective	Initiatives	Action Steps	Performance Targets
		<ul style="list-style-type: none"> • Math-related instruction (Aleks, IXL, Math Media, STAR Math) • STAR Reading • Student-produced video/film • SMART Products • Student Response Systems • Data Director • McAleer • Infinite Campus • Reading A-Z • Brain Pop • Lexia • Study Island • GRASP • iPads • Document Cameras • 4th and 5th GradeBook • Safari Montage <ol style="list-style-type: none"> 2. Participate in monthly SIS clerk meetings (AB) 3. Train and monitor implementation of K-5 school technology standards (AW) 4. Explore the availability of technology literacy assessment tools for elementary students (TM, SJ, NW) 2. Participate in aSoftware Support Team (MD, AW) 5. Provide PD360 and PDExpress training for teachers/paraprofessionals (NW) 	<ul style="list-style-type: none"> • FY2014/FY2015/FY2016:100% of Faculty and Staff trained on PDExpress and PD360 • FY2014/FY2015/FY2016:technology walk-throughs shall be performed monthly
	III.1.d Support continuous improvement training	<ol style="list-style-type: none"> 1. Continue to participate in CCT meetings (SJ,TM) 2. Continue to participate in Graduation Matters meetings and breakout sessions. (SJ, NW, MD, BM) 	Attendance at CCT/principal meetings <ul style="list-style-type: none"> • FY2014:100% • FY2015:100% • FY2016:100% Attendance at Graduation Matters meetings <ul style="list-style-type: none"> • FY2014:100% • FY2015:100% • FY2016:100%
	III.1.e Support individual school professional development	<ol style="list-style-type: none"> 1. Develop a comprehensive professional learning plan and align available resources to identified professional learning needs (BST) <ul style="list-style-type: none"> • Leadership Coaching/Development • Leader Keys • Teacher Keys 	Professional Learning Needs <ul style="list-style-type: none"> • FY2014/FY2015/FY2016:100% of schools have professional learning plans that are aligned to school CIP % of Staff Meeting PLU requirements <ul style="list-style-type: none"> • FY2014: 100%

Performance Objective	Initiatives	Action Steps	Performance Targets
		<ul style="list-style-type: none"> • Cyber Safety • Standards-Based Instruction • RTI • ESOL Training • PD Express • Data Director • McAleer • Tribes Learning Communities • Title I Plan • Code of Ethics • Data Analysis • PreK Requirements • Infinite Campus • Bullying • CCGPS • Technology Training (SmartBoards, SRS, iPads) <ol style="list-style-type: none"> 2. Implement CLASS Keys Professional Growth Plan with all teachers(IT) 3. Monitor implementation of school professional learning plans (TM) <ul style="list-style-type: none"> • Approve <i>Course Proposals</i> for schools • Approve <i>Out-of-District Activity Proposals</i> for school staff 	<ul style="list-style-type: none"> • FY2015: 100% • FY2016: 100% • <p>% of Teachers Creating Professional Growth Plan</p> <ul style="list-style-type: none"> • FY2014: 100% • FY2015: 100% • FY2016: 100% <p>% of Instructional Staff Trained in TRIBES</p> <ul style="list-style-type: none"> • FY2014: 100% • FY2015: 100% • FY2016: 100% <p>Collaborative Planning Time (at least 2 sessions weekly) provided:</p> <ul style="list-style-type: none"> • FY2014: Yes • FY2015: Yes • FY2016: Yes
	III.1.f Ensure efficient and effective support services by training non-certified staff	<ol style="list-style-type: none"> 1. Participate in the monthly Local School Accountant (LSA) training (LS) 2. Participate in the monthly data clerk training (AB) 3. Support a comprehensive custodial training program (MT) 4. Participate in county-wide comprehensive training for office support staff as offered. (AB, LS) 5. Participate in county-wide meetings/training for school nurses.(MD) 	<p>TARGETS:</p> <p>100% FERPA training participation for all employees</p> <p>100% Attendance at district nurse meetings</p>
	III.g Provide training to support CCGPS	<ol style="list-style-type: none"> 1. Participate in CCGPS training opportunities 2. Maintain math resource room(AE, LA, Learning Environment TRIBE) 3. Maintain reading resource room (MS, AE, Learning Environment TRIBE) 4. Maintain science resources (lab) (Learning Environment) 5. Support use and training of Common Core 360 (TM, SJ, NW) 	<p>100% instructional coaches trained in CCGPS</p> <p>100% teachers trained in CCGPS</p>

Performance Objective	Initiatives	Action Steps	Performance Targets
	III.2.a To align Professional Learning to System Improvement Goals and Policy requirements.	<ol style="list-style-type: none"> 1. Examine the results of the annual survey regarding professional learning needs and make adjustments to plans (TM, SJ, NW) 2. Participate in Class Keys self-assessment and reflection and develop individualized & group PGPs based on results 	<ul style="list-style-type: none"> • Professional Learning Alignment to CIP • FY2014:100% • FY2015:100% • FY2016:100%

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 (SJ/Safety Team) <ul style="list-style-type: none"> • Distribute copies of the system safety plan • Utilize protocol of contact from school level to Central Office • Participate in monthly emergency drills • Participate in a mock system disaster drill • Participate in a system table top scenario (School Safety Teams and Administration) • Involve all key central departments in reviewing safety plans (transportation, facilities, receptionists, nutrition, etc.) • Assess school’s CPR certified staff needs • Offer training in CPR, AED • Provide training to staff on needs of Diabetic students • Provide training to staff on Epipen use and anaphylaxis 2. Provide required trainings to staff: <ul style="list-style-type: none"> • Health-Based Training • Bullying • Seclusion/Restraint • Mandatory Reporting • Blood Borne Pathogens • Diabetic Management • Epipen Use • Code of Ethics • Fraud Waste and Abuse • Federal Program Complaint Procedures, • Bus Safety and Evacuation • AUA • Cyberbullying 	<ul style="list-style-type: none"> • Safety/Facilities TRIBE meets monthly • FY2014: Yes • FY2015: Yes • FY2016: Yes <ul style="list-style-type: none"> • FY2013:100% GAINS Reporting <p>TARGETS:</p> <p>% of Staff CPR Certified</p> <ul style="list-style-type: none"> • FY2014: 15% • FY2015: 20% • FY2016: 25% <p>Safety Plan Reviewed/Revised</p> <ul style="list-style-type: none"> • FY2014: Yes • FY2015: Yes • FY2016: Yes <p>Safety Plan Training</p> <ul style="list-style-type: none"> • FY2014: Yes • FY2015: Yes • FY2016: Yes <p>Monthly Drills Conducted/Documented</p> <ul style="list-style-type: none"> • FY2014: Yes • FY2015: Yes • FY2016: Yes <p>Child Abuse/Neglect Training</p> <ul style="list-style-type: none"> • FY2014: Yes • FY2015: Yes • FY2016: Yes <p>Code of Ethics Training</p> <ul style="list-style-type: none"> • FY2014: Yes • FY2015: Yes • FY2016: Yes
<p>Objective IV.2: <i>Students, staff, parents, and community will be satisfied and involved with the direction of the schools and system.</i></p>	<p>IV.2.a To improve system personnel perception of Central Office support and communication with the schools.</p>	<ol style="list-style-type: none"> 1. Distribute minutes from BST meetings to all faculty/staff (SJ) 2. Report instructional assessment results to school stakeholders (TM, SJ, NW) 3. Update CIP link on school’s webpage (TM, AW) 	
	<p>IV.2.b To increase staff, parent, student, and community perceptions of school quality.</p>	<ol style="list-style-type: none"> 1. Examine results of stakeholder satisfaction survey conducted in May 2013 2. Conduct regular stakeholder meetings for Title I (TM, SD) 3. Provide regular opportunities for communication to various media outlets 	<p>Stakeholder Perception of School Quality</p> <ul style="list-style-type: none"> • FY2014: 90% • FY2015: 95% • FY2016: 95%
	<p>IV.2.c To increase school attendance in grades K-12</p>	<ol style="list-style-type: none"> 1. Implement the Jones County Attendance Plan and protocols 2. Ensure the accuracy of school attendance and other school records 	<p>TARGETS:</p> <p>% of Students with 15 or fewer absences</p>

		<ol style="list-style-type: none"> 3. Provide overview of attendance requirements/procedures at parent orientation meetings (TM) 4. Continue procedures for teachers to enter and track attendance in Infinite Campus 	<ul style="list-style-type: none"> • FY2014: 95% • FY2015: 96% • FY2016: 97% % of Staff with 3 or fewer absences <ul style="list-style-type: none"> • FY2014: <31% • FY2015: <35% • FY2016: <40%
	IV.2.d To increase community/business partnerships and volunteer hours.	<ol style="list-style-type: none"> 1. Continue inclusion of business/community members on School Council 2. Provide volunteer training and opportunities for volunteering (SD) 3. Include community/business members in the development and revision of Title I and CIP documents <ul style="list-style-type: none"> • Recognize business/community partners for contributions to our school. 	TARGETS: # Community Business Partners hours <ul style="list-style-type: none"> • FY2014: >2000 • FY2015: >2500 • FY2016: >3000

Color Coding for Performance Targets:

Green = Met or Exceeded Target

Yellow = Did not meet Target, but did not decrease from the previous year -OR- Did not meet target, but maintained score of 90% or higher

Red = Did not meet Target, and actual score decreased from the previous year

Gray = Baseline score/No previous score

FY13 Scores are Actual

CCRPI Performance Targets were used to determine WES CIP Performance Targets.