



Revised Action Plans

2016-2017

Camden County Schools
Outcome Based Continuous Improvement Plan
REVISED ACTION PLANS
Summary Report 10/12/2016

Worksheet Name	School/Dept:	Critical Issue:	S.M.A.R.T. Objective:	Strategic Focus Area:	CCS Goal:	Performance Indicator: (Lagging Indicator)	Outcome	Report Date:	Report Format:	Status:
FA1-CCRPI ETB	1 Central Office	The 2015 CCRPI revealed an average of .3 Exceeding the Bar points were earned at the elementary level and 0 Exceeding the Bar points at the secondary level.	To increase the average Exceeding the Bar points earned at the elementary level from .3 to 1 and the secondary level from 0 to 1.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.5 Equip students to be successful after high school in academic and career pursuits	2017 CCRPI Exceeding the Bar	0	10/30/17	3 - Written Summary to Focus Area Work Team	In Progress
FA1-ELA Achievement	2 Central Office	The 2016 GMAS data revealed more than 50% of all students in grades 3-12 are performing below the "proficient" performance level on the ELA EOG & EOC assessments. (Note: Additionally, only 62% of students are demonstrating typical and high growth in ELA.)	To increase ELA GMAS performance at the elementary (45% to 48%), middle (42% to 45%), and high school (50% to 53%) levels.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS ELA	0	6/1/17	3 - Written Summary to Focus Area Work Team	In Progress
FA1-Math Achievement	3 Central Office	The 2016 GMAS data revealed approx. 50% of all students in grades 3-12 are performing below the "proficient" performance level on the math EOG & EOC assessments. (Note: Additionally, only 67.8% of students are demonstrating typical and high growth in math.)	To increase Math GMAS performance at the elementary (53% to 56%), middle (43% to 46%), and high school (56.5% to 59.5%) levels.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS Math	0	6/1/17	3 - Written Summary to Focus Area Work Team	In Progress
FA1-SWD Elem ELA	4 Central Office - Special Education	The 2016 EOG results revealed that 44.63 % of students with disabilities (SWD) performed at the Developing achievement level and above on the 2016 EOG ELA assessment.	To increase the percentage of SWD performing at the Developing achievement level and above on the EOG ELA assessment from 44.63% to 47.63%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 EOG Results	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
FA1-SWD Middle School ELA	5 Central Office	The 2016 ELA GMAS results revealed that 94.2% of SWD in grades 6-8 performed at the Beginning and Developing achievement levels.	To decrease the percent of SWD in grades 6-8 performing at the Beginning and Developing achievement levels on the ELA GMAS from 94.2% to 91.2%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS Results	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
FA1-SWD Post Secondary Outcomes	6 Central Office - Special Education	The 2016 Post Secondary Outcomes Data Collection revealed that 10.53% of students with disabilities (SWD) were unengaged or on a waiting list for supportive services during the prior school year.	To reduce the percentage of unengaged and wait-listed SWD from 10.53% to 7.53% for 2017.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	Post Secondary Outcomes Data Collection 2017	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
FA2-Employee Injuries	7 Central Office - Personnel	There were 81 employee injuries reported during the 2015-16 school year of which 33 (40%) were treated by a physician.	Reduce the number of employee injuries by 15% from 81 to 69 and injuries treated by a physician by 20% from 33 to 27 by the end of the 2016-17 school year.	2. Quality Teachers, Administrators, and Staff: Ensure quality personnel in all positions.	Goal 4.2 Fiscal resourcefulness and accountability that provides adequate financial and personnel resources to maximize student achievement	Employee Injury Report	0	6/17/17	3 - Written Summary to Focus Area Work Team	Complete
FA3-Student Services: Attendance	8 Central Office	The 2016 End of Year Attendance Report revealed that 49.1% of all students in grades K-12 missed less than 6 days of school.	To increase the number of students in grades K-12 that miss less than 6 days of school from 49.1% to 52%.	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.3 Expectations for student attendance and behavior conducive to high achievement	2017 End of Year Attendance Report	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
FA4-Lunch Participation	9 Central Office	FY16 Lunch Participation data revealed that 63% of students participate in the lunch program.	Increase the percentage of student participation by 5% for a total of 68%.	4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.	Goal 4.1 Alignment of all support functions to achieve high performance	FY 17 Lunch Participation & Cost Report: System Level	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
FA4-Finance-Software	10 Central Office - Finance	In FY 2017, the implementation of the next phase of munis software will require an extensive plan to train system personnel to ensure an accurate and efficient conversion.	To increase the number of trained personnel from 0% to 100% of the enterprise software (Phase 2) users by 6/30/17.	4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.	Goal 4.2 Fiscal resourcefulness and accountability that provides adequate financial and personnel resources to maximize student achievement	2017 Training attendance logs; meeting agendas; review of output by users;	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
FA4-Finance-Star Rating	11 Central Office - Finance	The 2016 GA DOE Star Rating revealed that Camden County Schools received 4 out of 5 stars.	To increase the star rating from 4 stars to 5 stars by June 30, 2017.	4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.	Goal 4.2 Fiscal resourcefulness and accountability that provides adequate financial and personnel resources to maximize student achievement	2017 GA Dept of Education Star Rating Report	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
FA4-Technology	12 Central Office - Technology	2015 / 2016 EOC and EOG testing required a great deal of last minute configuration changes to support both regular testing and students with accommodations.	To ensure Chromebooks and Thin Clients are prepared for 100% of students per state & DRC recommendations prior to testing window.	4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.	Goal 4.1 Alignment of all support functions to achieve high performance	% of students having properly prepared devices for testing	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
FA4-Transportation-Budget	13 Central Office - Transportation	The FY16 transportation expenditure report revealed the local portion of the transportation budget was \$2,141,560.38. Local funds accounted for 69% of the CCS transportation budget.	To decrease the local transportation budget by 3% to \$2,077,313.57	4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.	Goal 4.2 Fiscal resourcefulness and accountability that provides adequate financial and personnel resources to maximize student achievement	2017-2018 local portion of the transportation budget.	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
FA5-School Climate	14 Central Office	The 2016 Georgia Parent Survey revealed a score of 88.10% of parents were in agreement with the items surveyed.	To increase the average percent of parent agreement responses from 88.1% to 92.1% on the 2016 Georgia Parent Survey	5. Strong Parental and Community Support: Increase stakeholder understanding, trust and support of public schools.	Goal 5.2 Stakeholder trust and confidence in schools and the system	2017 Georgia Parent Survey	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress

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CCHS-American Literature	Camden County High School 15	An analysis of 2016 American Literature EOC data revealed that 11% of students scored at level 4	To increase the percentage of distinguished learners by 3% from 11% to 14% of students scoring level 4.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	American Literature EOC	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
CCHS-9th Literature	Camden County High School 16	An analysis of 2016 Ninth Grade Literature EOC data revealed that 7% of students scored at Level 4.	To increase the percentage of distinguished learners by 3% from 7% to 10% of students scoring Level 4.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	Ninth Grade Literature EOC	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
CCHS-School Climate	Camden County High School 17	An analysis of the 2016 CCRPI report revealed a final school climate score of 81.4.	To increase the final score on the CCRPI school climate report from 81.4 to 84.4	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.1 Safe, inviting schools free of harmful behavior that support high student achievement	2017 School Climate Rating	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
CMS-ELA	Camden Middle School 18	The 2016 Georgia Milestones EOG data revealed that an average of 39.29% of "all" students in grades 6-8 scored at the proficient and distinguished level in English Language Arts.	Increase the percent of students in grades 6 - 8 scoring at the proficient and distinguished level on the ELA portion of the 2017 Georgia Milestones EOG from 39.29% to 45%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
CMS-Math	Camden Middle School 19	The 2016 Georgia Milestones EOG data revealed that an average of 43.13% of "all" students in grades 6-8 scored at the proficient and distinguished level in mathematics.	Increase the percent of students in grades 6 - 8 scoring at the proficient and distinguished level in mathematics on the 2017 Georgia Milestones EOG from 43.13% to 46.13%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
CMS-SWD	Camden Middle School 20	The 2016 Georgia Milestones EOG data revealed that an average of 9.4% of SWD students in grades 6-8 scored at the proficient and distinguished level in all content areas.	To increase the percent of students scoring at the proficient and distinguished level on 2017 Georgia Milestones EOG from an average of 9.4% to 12.4%	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
CRES-Discipline	Crooked River Elementary School 21	The 2016 Educator's Handbook Discipline data revealed that tier 3 and 4 students generated 74% of all office referrals resulting in 62 instructional days lost.	To decrease the tier 3 and 4 students' office referrals from 74% to 70% resulting in a decrease in the number of instructional days lost due to discipline incidents.	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.3 Expectations for student attendance and behavior conducive to high achievement	FY 17 Educator's Handbook Discipline Report	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
CRES-ELA	Crooked River Elementary School 22	The 2016 EOG revealed that 47.5% students in grades 3-5 scored at the proficient and/or distinguished levels in ELA.	To increase the percent of students scoring at the proficient and distinguished learner levels from 47.5% to 50.5% on the 2017 EOG for ELA.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 ELA EOG	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
CRES-Math	Crooked River Elementary School 23	The 2016 EOG revealed that 58.6% students in grades 3-5 scored at the proficient and/or distinguished levels in Math.	To increase the percent of students scoring at the proficient and distinguished learner levels from 58.6% to 61.6% on the 2017 EOG for Math.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	FY17 Math EOG	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
DLRES-Attendance	David L. Rainer Elementary School 24	2016 PowerSchool attendance data revealed that 46% of all students enrolled at DLR missed fewer than 6 days for the 2015-2016 school year.	To increase the percentage of students missing fewer than 6 days from 46% to 50% for the 2016-2017 school year.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 3.3 Expectations for student attendance and behavior conducive to high achievement	Power School Year End report	0	6/17/17	2 - Written Report to BOE	In Progress
DLRES-ELA	David L. Rainer Elementary School 25	An analysis of the 2016 GMAS data revealed that approximately 51% of all students in grades 3-5 are performing at the "proficient and distinguished" performance level on the ELA portion of the Georgia Milestones Assessment.	To increase percentage of students scoring at the proficient and distinguished performance levels in grades 3-5 from 51% to 54% on the ELA portion of the 2017 GMAS.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS ELA	0	6/17/17	2 - Written Report to BOE	In Progress
DLRES-Math	David L. Rainer Elementary School 26	An analysis of the 2016 GMAS data revealed that approximately 45% of all students in grades 3-5 are performing at the "proficient and distinguished" performance level on the Math portion of the Georgia Milestones Assessment.	To increase the percentage of students scoring at the proficient and distinguished levels in grades 3-5 from 45% to 48% on the math portion of the 2017 GMAS.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS Math	0	6/17/17	2 - Written Report to BOE	In Progress
KES-Attendance	Kingsland Elementary School 27	The 2016 EOY attendance report revealed that 40% of students had less than six absences.	Increase the percentage of PreK-5th grade students with less than six absences from 40 to 45%.	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.3 Expectations for student attendance and behavior conducive to high achievement	FY 2017 EOY Attendance Data	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
KES-ELA	Kingsland Elementary School 28	The 2016 EOG data revealed that 44% of all 3-5th grade students scored at the proficient and distinguished learner levels on Language Arts EOG.	Increase the percentage of students scoring at the proficient and distinguished learner level from 44% to 47% on the 2017 EOG Language Arts with narrative writing presenting the lowest domain performance.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	Spring 2017 ELA Georgia Milestones	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress

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KES-Math	29 Kingsland Elementary School	The 2016 EOG data revealed that 57% of all 3-5th grade students scored at the proficient and distinguished learner levels on the Math EOG with operations and algebraic thinking presenting the lowest domain performance.	Increase the percentage of students performing at the proficient and distinguished learner level from 57% to 60% on the 2017 Math EOG.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	Spring 2017 Math Georgia Milestones	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
MLGES-Attendance	30 Mamie Lou Gross Elementary School	An analysis of the 2015-16 PowerSchool attendance data revealed 33% of all students enrolled at MLGES were absent 6 or more days.	To decrease the percentage of students missing 6 or more days of school from 33% to 30% for the 2016-2017 school year.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 3.3 Expectations for student attendance and behavior conducive to high achievement	2016-17 End of Year State Student Records Report	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
MLGES-ELA	31 Mamie Lou Gross Elementary School	An analysis of 2016 GMAS data revealed that approximately 65% of all students in grades 3-5 are performing below the "proficient" performance level on the ELA EOG.	To increase the percentage of students in grades 3-5 performing at the proficient and distinguished levels from 34.7% to 37.7% on the 2017 GMAS EOG.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS ELA	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
MLGES-Math	32 Mamie Lou Gross Elementary School	An analysis of 2016 GMAS data revealed that approximately 53% of all students in grades 3-5 are performing below the "proficient" performance level on the Math EOG.	To increase the percentage of students in grades 3-5 performing at the proficient and distinguished levels from 47% to 50% on the 2017 GMAS.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS Mathematics	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
MLC-ELA	33 Mary Lee Clark Elementary School	An analysis of the 2016 GMAS data revealed that 46.8% of all students in grades 3-5 are performing at the "proficient" or "distinguished" performance level on the ELA EOG.	To increase ELA GMAS performance at the "proficient" and "distinguished" performance level from 46.8% to 49.8%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS ELA	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
MLC-Math	34 Mary Lee Clark Elementary School	An analysis of the 2016 GMAS data revealed that 50.5% of all students in grades 3-5 are performing at the "proficient" or "distinguished" performance level on the Math EOG.	To increase Math GMAS performance at the "proficient" and "distinguished" performance level from 50.5% to 53.5%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS Math	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
MLC-PBIS	35 Mary Lee Clark Elementary School	An analysis of 2015-2016 Educator Handbook data revealed that 129.4 instructional days were lost due to discipline infractions resulting in ISS and OSS.	Lower the number of lost instructional days from 129.4 days by 10% to 116.1 days of lost instructional days due to ISS and OSS discipline infractions.	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.1 Safe, inviting schools free of harmful behavior that support high student achievement	Educator Handbook Disaggregated Report	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
MHES-ELA	36 Matilda Harris Elementary School	The 2016 GMAS for ELA revealed that 48% of students in grades 3-5 scored in the proficient and distinguished levels (3-4).	To increase the percentage of students in the proficient and distinguished levels (3-4) from 48% to 51% on the 2017 ELA GMAS for grades 3-5.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.4 Rigorous, relevant curriculum that exceeds state and national expectations	2017 GA Milestones EOG ELA	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
MHES-Mathematics	37 Matilda Harris Elementary School	The 2016 GMAS revealed that 56% of students in grades 3-5 scored in the proficient and distinguished levels (3-4) on Math EOG.	To increase the percentage of students in the proficient and distinguished levels (3-4) from 56% to 59% on the 2017 Math EOG for grades 3-5.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS Mathematics	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
MHES-3rd Grade Lexile	38 Matilda Harris Elementary School	The 2016 GMAS data revealed that 56% of students in grade three scored a Lexile score of 650 or higher on the ELA EOG.	To increase the percentage of students in grade three scoring a 650 or higher Lexile from 56% to 59% on the 2017 ELA EOG.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.4 Rigorous, relevant curriculum that exceeds state and national expectations	2017 GMAS ELA	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
SMES-Attendance	39 St. Marys Elementary School	The 2016 Student Record Data Collection report revealed approximately 45.43% of all students missed less than 6 days of school.	Increase the percentage of students missing less than six days of school from 45.43% to 48% for the 2016-2017 school year.	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.3 Expectations for student attendance and behavior conducive to high achievement	2017 Student Record Data Collection report	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
SMES-ELA	40 St. Marys Elementary School	The 2016 EOG Assessment revealed that 42.2% of all students in grades 3-5 scored at proficient and distinguished levels in English/Language Arts.	To increase the percent of all students in grades 3-5 scoring from 42.2% to 48% at proficient and distinguished levels in English/Language Arts.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GA Milestones EOG	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
SMES-Math	41 St. Marys Elementary School	The 2016 EOG Assessment revealed that 54% of all students in grades 3-5 scored at proficient and distinguished levels in mathematics.	To increase the percent of all students in grades 3-5 scoring from 54% to 59% at proficient and distinguished levels in mathematics.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GA Milestones EOG	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
SMMS-Attendance	42 St. Marys Middle School	The FY16 GaDOE student record collection showed that 46.2% of students enrolled missed fewer than 6 days of school (excused or unexcused).	To increase the percentage of all students with fewer than 6 days of school from 46.2% to 56.2% from June 2016 to June 2017	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.3 Expectations for student attendance and behavior conducive to high achievement	FY17 GaDOE student record collection	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress

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SMMS-ELA	43 St. Marys Middle School	An analysis of the 2016 GMAS data revealed that approximately 42.3% of all students are performing at the "proficient" or "distinguished" performance levels on the ELA EOG.	To increase ELA GMAS performance levels at the "proficient" or "distinguished" levels from 42.3% to 45.3%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students		0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
SMMS-Math	44 St. Marys Middle School	An analysis of the 2016 GMAS data revealed that approximately 44.1% of all students are performing at the "proficient" or "distinguished" performance levels on the math EOG.	To increase math GMAS performance levels at the "proficient" or "distinguished" levels from 44.1% to 50%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS math	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
SES-ELA	45 Sugarmill Elementary School	The 2016 EOG Assessment revealed that 56% of students in grades 3-5 scored at the proficient and distinguished performance levels on the ELA EOG.	To increase the percent of students in grades 3-5 scoring from 56% to 59% at the proficient and distinguished performance levels on the 2017 ELA EOG.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 EOG	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
SES-Math	46 Sugarmill Elementary School	The 2016 EOG Assessment revealed that 60% of students in grades 3-5 scored at the proficient and distinguished performance levels on the Math EOG.	To increase the percent of students in grades 3-5 scoring from 60% to 64% at the proficient and distinguished performance levels on the 2017 Math EOG.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 EOG	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
SES-PBIS	47 Sugarmill Elementary School	The 2016 PBIS End of the Year Data report revealed that the staff scored the Benchmark of Quality Subscales (BoQ) at 77%.	To increase the percent from 77% to 80% on the BoQ for the 2017 PBIS End of the Year Report.	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.1 Safe, inviting schools free of harmful behavior that support high student achievement	2017 PBIS BoQ	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
WES-Attendance	48 Woodbine Elementary School	The 2016 EOY attendance report revealed that 39% of students missed more than 6 days of school.	To increase the percentage of students missing less than 5 days from 53% to 56% on the 2017 CCRPI performance index.	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.3 Expectations for student attendance and behavior conducive to high achievement	2017 CCRPI	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
WES-ELA	49 Woodbine Elementary School	An analysis of 2015 CCRPI and 2016 GMAS data revealed that approximately 62% of all students in grades 3-5 are performing below the "proficient" performance level on the ELA EOG and are experiencing low growth from year to year.	To increase ELA GMAS performance at the proficient learner level or above from 38% to 41%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS ELA/ 2017 CCRPI	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress
WES-Math	50 Woodbine Elementary School	An analysis of 2015 CCRPI and 2016 GMAS data revealed that approximately 47% of all students in grades 3-5 are performing below the "proficient" performance level on the Math EOG and are experiencing low growth from year to year.	To increase Mathematics GMAS performance at the proficient learner level or above from 53% to 56%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2017 GMAS ELA/ 2017 CCRPI	0	6/17/17	3 - Written Summary to Focus Area Work Team	In Progress

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School/Dept: Central Office

Critical Issue: The 2015 CCRPI revealed an average of .3 Exceeding the Bar points were earned at the elementary level and 0 Exceeding the Bar points at the secondary level.

S.M.A.R.T. Objective: To increase the average Exceeding the Bar points earned at the elementary level from .3 to 1 and the secondary level from 0 to 1.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.5 Equip students to be successful after high school in academic and career pursuits

**Performance Indicator:
(Lagging Indicator)** 2017 CCRPI Exceeding the Bar

Outcome: _____

Final Report Date: 10/30/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Each school leadership team will implement SLDS usage strategies to ensure greater teacher usage of the SLDS on a quarterly basis.	B. Gillette	Focus Area I	10/26/16 1/25/17 4/26/17	SLDS Menu	SLDS usage quarterly report
Each school leadership team will define an innovative practice per CCRPI guidelines to improve student achievement and monitor progress quarterly.	L. Dougherty P. Davis	B. Gillette	10/26/16 1/25/17 4/26/17	APTT; RTI	APTT Data Collection Summary MS RI/MI Growth Measures
Elementary and middle school leadership teams will define a research/evidence-based program such as PBIS and monitor progress of implementation to ensure a quality schoolwide discipline plan.	B. Strickland	B. Gillette	Fall & Spring TBD June 7, 2017	PBIS; I. Denmark (RESA)	Spring) Benchmark of Quality (May 26; Target: 80%)

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School/Dept: Central Office

Critical Issue: The 2016 GMAS data revealed more than 50% of all students in grades 3-12 are performing below the "proficient" performance level on the ELA EOG & EOC assessments. (Note: Additionally, only 62% of students are demonstrating typical and high growth in ELA.)

S.M.A.R.T. Objective: To increase ELA GMAS performance at the elementary (45% to 48%), middle (42% to 45%), and high school (50% to 53%) levels.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

Performance Indicator: (Lagging Indicator) 2017 GMAS ELA

Outcome: _____

Final Report Date: 6/1/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will create individual student plans for improving lexile performance in grades 2-5 and monitor lexile growth goals to improve Lexile performance.	TLS	T. Tucker	12/15, 3/9, 5/11	ESPLOST	RI Growth Proficiency Reports
Teachers will administer a GCA Writing Assesslet per genre in grades 3-5 to identify the needs of all students and apply interventions based on the level of student performance & GCA commentary. Assessment Windows; Sept. 5-9; Oct. 3-7; Nov. 28-Dec.1	TLS	T. Tucker	10/13, 11/10, 1/12	Title I assesslets Title II GCA services & subs	GCA Score Reports & Commentary Comparison Data
ELA teachers in grades 6-12 will implement a benchmark writing formative assessment/reassessment quarterly to identify the needs of all students and apply interventions based on the level of student performance.	Lykins, Martin, Massey, McManigal	P. Davis	HS 9/16,11/16 2/17,4/17 MS 10/16,3/17	EOG/EOC writing samples, exemplars and failing examples	Benchmark/Reassessment Growth Data

Camden County Schools Action Plan 2016-2017

School/Dept: Central Office

Critical Issue: The 2016 GMAS data revealed approx. 50% of all students in grades 3-12 are performing below the "proficient" performance level on the math EOG & EOC assessments. (Note: Additionally, only 67.8% of students are demonstrating typical and high growth in math.)

S.M.A.R.T. Objective: To increase Math GMAS performance at the elementary (53% to 56%), middle (43% to 46%), and high school (56.5% to 59.5%) levels.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

Performance Indicator: (Lagging Indicator) 2017 GMAS Math

Outcome: _____

Final Report Date: 6/1/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Math teachers grades 1-5 will implement GSE aligned formative assessments for each elementary math unit that reflects rigor as described by the Achievement Level Descriptors (ALD) for the purpose of monitoring student progress.	TLS	T. Tucker	12/15, 3/9, 5/11	L. Mills/RESA 9/15/16 - Title VIB	MI Growth Proficiency Report
HS math teachers will implement monthly high quality high school assessment items, aligned to GSE standards, for use in instruction, formative assessment, remediation, review, and practice in order to increase the rigor of instruction.	J. Fry	P. Davis	9/30, 10/31, 11/30, 1/31, 3/31, 4/28	Bank, released NAEP assessment items, NCTM resources	FY17 Mastery Assessment data compared to FY16 data
MS math teachers will implement monthly high-quality, middle school common assessments aligned to the GSE standards for use in instruction, formative assessment, remediation, review, and practice in order to increase the rigor of instruction.	M. Halstead L. Powell	P. Davis	10/11, 11/29, 1/10	Assessment Item Banks; L. Mills/RESA 9/28/16 Title VIB	FY16 & 17 Standard Performance Comparison

Camden County Schools Action Plan 2016-2017

School/Dept: Central Office - Special Education

Critical Issue: The 2016 EOG results revealed that 44.63 % of students with disabilities (SWD) performed at the Developing achievement level and above on the 2016 EOG ELA assessment.

S.M.A.R.T. Objective: To increase the percentage of SWD performing at the Developing achievement level and above on the EOG ELA assessment from 44.63% to 47.63%.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 EOG Results

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Walkthrough observations will be conducted to monitor instruction and feedback given to SWD teachers and principals	M. Aspinwall B. Mooney	V. Melton	11/18/16 4/20/17	Walk through template	Walk through data sheets
Differentiated instruction will be provided geared towards specific weaknesses identified by system wide assessments.	M. Aspinwall B. Mooney	V. Melton	12/12/17 3/10/17	Pre, Mid, and Post AFL's	AFL Data
Implement Plan of Action for interventions prior to EOG Assessment	Principals	V. Melton	04/14/17	IDEA Funds	Intervention Reports
Train a group of SWD teachers in ASPIRE.	D. Cato B. Mooney	V. Melton	09/30/16	ASPIRE	Training Sign In Sheet
Students will participate in the ASPIRE program.	ASPIRE Teachers	D. Cato	05/12/16	ASPIRE	ASPIRE Survey Data

Camden County Schools Action Plan 2016-2017

School/Dept: Central Office

Critical Issue: The 2016 ELA GMAS results revealed that 94.2% of SWD in grades 6-8 performed at the Beginning and Developing achievement levels.

S.M.A.R.T. Objective: To decrease the percent of SWD in grades 6-8 performing at the Beginning and Developing achievement levels on the ELA GMAS from 94.2% to 91.2%.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 GMAS Results

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Conduct bi-weekly mentor meetings with new middle school teachers and Building Specialists.	D. Cato	J. Miller	10/12/16, 1/11/17, 3/15/17, 5/23/17	Co-Teaching the Works, Co-Teaching Book of Lists,	Sign-in sheets and Agenda items
Conduct Co-Teach Trainings with middle school regular and special education teachers on Planning Days	D. Cato	V. Melton	7/28, 10/10, 1/3/17, 3/3, 5/23	Co-Teach Observation Training	Sign-in sheets and Agenda items
Monitor the effectiveness of instructional co-teaching practices. <input type="checkbox"/>	D. Cato V. Melton	R. Gillette	11/16/16, 4/26/17	Co-Teach Observation Training	Co-Teach Observation Form
Coordinate collaborative planning between the regular and special education co-teach team.	D. Cato V. Melton	R. Gillette	11/16/16, 4/26/17		Co-Teach Observation Form, R/I and M/I Results
Conduct co-teach observations	D. Cato V. Melton	R. Gillette	Every other week		Co-Teach Observation Form
Co-teach Tip of the Month	D. Cato	V. Melton	The first Monday of each month	Co-Teaching the Works, Co-Teaching Book of Lists,	Emails

Camden County Schools Action Plan 2016-2017

School/Dept: Central Office - Special Education

Critical Issue: The 2016 Post Secondary Outcomes Data Collection revealed that 10.53% of students with disabilities (SWD) were unengaged or on a waiting list for supportive services during the prior school year.

S.M.A.R.T. Objective: To reduce the percentage of unengaged and wait-listed SWD from 10.53% to 7.53% for 2017.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** Post Secondary Outcomes Data Collection 2017

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Increase number of students participating in the ASPIRE program.	ASPIRE Teachers	B. Benton D. Cato	05/12/16	ASPIRE	Survey data
Recommendations for vocational rehabilitation services will be made for students at the age of 16.	TOR, B. Benton	B. Benton	04/30/16	Sabrina Brown, GVRA	Referral log
Teachers of Record (TOR) will increase parent contact to graduates.	TOR	B. Benton	12/17/16 04/30/17	NA	Parent Contact logs
Include community stakeholders on the Student Success Improvement Plan team to offer suggestions and strategies.	V. Melton	J. Miller	10/31/16 1/30/17 3/6/17	NA	Meeting Sign In Sheet

Camden County Schools Action Plan 2016-2017

School/Dept: Central Office - Personnel

Critical Issue: There were 81 employee injuries reported during the 2015-16 school year of which 33 (40%) were treated by a physician.

S.M.A.R.T. Objective: Reduce the number of employee injuries by 15% from 81 to 69 and injuries treated by a physician by 20% from 33 to 27 by the end of the 2016-17 school year.

Strategic Focus Area: 2. Quality Teachers, Administrators, and Staff: Ensure quality personnel in all positions.

CCS Goal: Goal 4.2 Fiscal resourcefulness and accountability that provides adequate financial and personnel resources to maximize student achievement

**Performance Indicator:
(Lagging Indicator)** Employee Injury Report

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Safety training tips provided to new certified staff, food service, bus drivers and special education personnel incorporated in Mindset refresher training	M. Wright, D. Dimsdale, V. Melton	Jon Miller	07/26/16	Safety Info. from Ga.Admin. Srvs, FY16 data collected	Session Agendas
Safety Walkthroughs conducted quarterly to include external safety representative	J. Miller, M.Blackerby, Affinity Rep.	Focus Group	10/27, 12/12, 1/17, 4/26	Walkthrough Forms	Walkthrough and Accident Trend Data
Additional safety professional learning opportunities will be provided to employees with recurring injuries	Jon Miller	Focus Group	10/27, 12/12, 1/17, 4/26	Ga.Admin.Srvs. & Internet Safety Materials	Multiple Injury Trend Data

Camden County Schools Action Plan 2016-2017

School/Dept: Central Office

Critical Issue: The 2016 End of Year Attendance Report revealed that 49.1% of all students in grades K-12 missed less than 6 days of school.

S.M.A.R.T. Objective: To increase the number of students in grades K-12 that miss less than 6 days of school from 49.1% to 52%.

Strategic Focus Area: 3. Supportive Learning Environments: Provide safe, orderly environments that support learning.

CCS Goal: Goal 3.3 Expectations for student attendance and behavior conducive to high achievement

**Performance Indicator:
(Lagging Indicator)** 2017 End of Year Attendance Report

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Convene a focus group to discuss strategies for Focus Area 3 Action Plan.	J. Goble	Focus Area 3	08/22/16		DOE end of year attendance report
Elementary, Middle and High School will use the SLDS Attendance Tracker to identify students who earn incentives for meeting school determined attendance goals.	Guidance Counselors	Student Services Group	1/19/17 3/16/17 5/22/17		SLDS Attendance Report
Inform parents through letters, emails, and website posts, on the impact of school absences. i.e. "School: To Go or Not To Go"	Smiley/School Nurses	Focus Area 3	10/8/16 1/12/17		copy of the information sent

Camden County Schools Action Plan 2016-2017

School/Dept: Central Office - Finance

Critical Issue: In FY 2017, the implementation of the next phase of munis software will require an extensive plan to train system personnel to ensure an accurate and efficient conversion.

S.M.A.R.T. Objective: To increase the number of trained personnel from 0% to 100% of the enterprise software (Phase 2) users by 6/30/17.

Strategic Focus Area: 4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.

CCS Goal: Goal 4.2 Fiscal resourcefulness and accountability that provides adequate financial and personnel resources to maximize student achievement

**Performance Indicator:
(Lagging Indicator)** 2017 Training attendance logs; meeting agendas; review of output by users;

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
During July thru December, the continuation of set up/testing/training of the software -Phase II will be conducted for payroll and human resource users. The process will be led by A Eason with the involvement of the PR & HR staff at the district level.	F Director	Supt	7/1/16 to 12/31/16		Project Calendar
During July thru October, the payroll department (led by A Eason) will work with munis conversion to complete the accumulator conversion process.	Payroll Staff	F Director	10/31/16		accumulator data reports in munis
During July thru December, various trainings will be necessary to train end users. The training process will involve schedule training session/work sessions and send Invitations for training to appropriate personnel based on positions.	Payroll and/or HR Staff	F Director	12/31/16		Outlook calendar; accurate data in munis
During Sept thru Dec., applicant tracking set up and implementation will be led by munis implementation consultant for HR staff. J. Miller will participate in all sessions.	J Miller	F Director	12/31/16		Meeting agendas; set up complete and program usable in munis
During Sept thru Dec., employee expense reimbursement will be set up and implementation will be led by munis implementation consultant for AP/PR staff. A. Eason will participate in all sessions.	AP/PR staff	F Director	12/31/16		Meeting agendas; set up complete and program usable in munis
During Jan., w-2, 1099, and year end payroll processing will be trained by munis implementation consultant for AP/PR staff. A. Eason will participate in all sessions.	AP/PR staff	F Director	03/01/17		accurate creation and distribution of 1099/w-2's/state and federal reports

Camden County Schools Action Plan 2016-2017

School/Dept: Central Office - Finance

Critical Issue: The 2016 GA DOE Star Rating revealed that Camden County Schools received 4 out of 5 stars.

S.M.A.R.T. Objective: To increase the star rating from 4 stars to 5 stars by June 30, 2017.

Strategic Focus Area: 4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.

CCS Goal: Goal 4.2 Fiscal resourcefulness and accountability that provides adequate financial and personnel resources to maximize student achievement

**Performance Indicator:
(Lagging Indicator)** 2017 GA Dept of Education Star Rating Report

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
During October, A Eason will analyze the calculation to develop a clear understand of allowed and unallowed expenditures.	A Eason	Supt	11/01/16		DOE Information/FAQ's
During November, A. Eason will analyze CCS financial records to determine if any expenditures should be coded differently which may impact the rating for CCS.	A Eason	Supt	12/01/16		DE46 & the calculation explanation form DOE;Journal entries made for FY 17 expenditures.
During January and February, A Eason will discuss any needed changes with appropriate CCS staff (I.e program or project manager) to ensure fy 17 as well as the fy 18 budget process reflects necessary changes.	A Eason	Supt	03/31/17		GA DOE Financial Report Cards
During March and April, A Eason will compare CCS to comparable district (I.e. Lowndes and Columbia) for possible variance that may have impacted the CCS star rating.	A Eason	Supt	05/01/17		GA DOE Financial Report Cards

Camden County Schools Action Plan 2016-2017

School/Dept: Central Office

Critical Issue: FY16 Lunch Participation data revealed that 63% of students participate in the lunch program.

S.M.A.R.T. Objective: Increase the percentage of student participation by 5% for a total of 68%.

Strategic Focus Area: 4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.

CCS Goal: Goal 4.1 Alignment of all support functions to achieve high performance

**Performance Indicator:
(Lagging Indicator)** FY 17 Lunch Participation & Cost Report: System Level

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Promote and participate in food celebrations as posted on menus and website.	Lunchroom Managers	Michele Wright	9/27, 10/4, 11/17, 12/15, 1/4, 2/23,	Posters, pictures, special food items	Daily participation report
Promote and participate in National School Lunch Week.	Lunchroom Managers	Michele Wright	10/11-10/14	Special food items, promotional materials from SNA	Daily participation report
Use website and social media to further parental awareness of cafeteria offerings and events.	Marlene Acconcio	Michele Wright	12/2, 5/5	Pictures, menus, computer with internet	Monthly Cost and Participation Reports
Implement improved customer service	Cafeteria Staff	Cafeteria Manager	12/2, 5/5	Michele Wright, NFSMI	Monthly Cost and Participation Reports

Camden County Schools Action Plan 2016-2017

School/Dept: Central Office - Technology

Critical Issue: 2015 / 2016 EOC and EOG testing required a great deal of last minute configuration changes to support both regular testing and students with accomodations.

S.M.A.R.T. Objective: To ensure Chromebooks and Thin Clients are prepared for 100% of students per state & DRC recommendations prior to testing window.

Strategic Focus Area: 4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.

CCS Goal: Goal 4.1 Alignment of all support functions to achieve high performance

**Performance Indicator:
(Lagging Indicator)** % of students having properly prepared devices for testing

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Load test network by coordinating times for all students to be online.	J. Bailey	FA IV	10/27, 12/1, 2/21, 3/20, 4/20	NA	Screen prints of # of concurrent wireless clients
Create checklist for teachers to ensure all devices ready for testing	J. Bailey	FA IV	12/01/16	NA	Checklist Created / Distributed
Label which TSM each Chromebook is assigned to.	J. Bailey	FA IV	CHS - 12/1 , others 4/1	NA	Devices Labeled
Formalize staggered start times by school / grade	J. Bailey	FA IV	04/01/17	NA	Testing schedule

Camden County Schools Action Plan 2016-2017

School/Dept: Central Office - Transportation

Critical Issue: The FY16 transportation expenditure report revealed the local portion of the transportation budget was \$2,141,560.38. Local funds accounted for 69% of the CCS transportation budget.

S.M.A.R.T. Objective: To decrease the local transportation budget by 3% to \$2,077,313.57

Strategic Focus Area: 4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.

CCS Goal: Goal 4.2 Fiscal resourcefulness and accountability that provides adequate financial and personnel resources to maximize student achievement

**Performance Indicator:
(Lagging Indicator)** 2017-2018 local portion of the transportation budget.

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Implement Versatrans routing and planning software	Dwayne Dimsdale	Focus Area 4 Team	10:00AM on 9/27,10/27,12/1,1/26,2/21	Purchase approv - 7/29, PO 8/11, Map upload, 8/22, Training 9/	Total mileage report, % implementation, project timeline
Implement 247 Security Inc. Touchdown System	Mike Blackerby	Focus Area 4 Team	10:00AM on 9/27,10/27,12/1,1/26,2/21		Driving Performance Manager Reports, % implementation
Research and test bus tracking with Hasty Communications	Mike Blackerby	Focus Area 4 Team	10:00AM on 9/27,10/27,12/1,1/26,2/22		Project timeline, % implementation
Implement Fuelmaster/AIM system	Dwayne Dimsdale	Focus Area 4 Team	10:00AM on 9/27,10/27,12/1,1/26,2/23	Aim Install - 7/16, FM software install & training - 8/11-8/12/16	Project timeline, Efficiency Report, Idle Time Report, % implementation

Camden County Schools Action Plan 2016-2017

School/Dept: Central Office

Critical Issue: The 2016 Georgia Parent Survey revealed a score of 88.10% of parents were in agreement with the items surveyed.

S.M.A.R.T. Objective: To increase the average percent of parent agreement responses from 88.1% to 92.1% on the 2016 Georgia Parent Survey

Strategic Focus Area: 5. Strong Parental and Community Support: Increase stakeholder understanding, trust and support of public schools.

CCS Goal: Goal 5.2 Stakeholder trust and confidence in schools and the system

**Performance Indicator:
(Lagging Indicator)** 2017 Georgia Parent Survey

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Question 12-My student is recognized for good behavior. 1)Create a PBIS school newsletter template for PBIS expectations 2)Create a "PBIS Corner" module for school websites 3)Initiate PBIS for Family initiatives	1 and 2) Floyd 3) Strickland	FA V Team	9/27/16, 11/15/16, 1/24/17, 4/25/16	(1/2) Website 3)PBIS for Family Resources/research	1) PBIS newsletter template 2) PBIS district/school pages 3) Question 12, 14, 21 interim parent survey
Question 14-Staff at my student's school communicates well with parents. 1)Promote PowerSchool app and LDS 2)Continue with welcoming environments trainings 3)Update websites with current information	1) McManigal 2) Strickland 3) Floyd	FA V Team	9/27/16, 11/15/16, 1/24/17, 4/25/16	1) Social media/website 2)Title and PROVIDES 3)Websites	1) Parent video/promotions 2) Welcoming Environments survey/sign ins 3) Question 12, 14, 21 interim parent survey
Question 21-I am involved in the decision-making process at my student's school. 1)Create a list, with principal input, of school decision making opportunities to be used as reminders of involvement opportunities 2)Brand communications as decision making opportunities	1) Strickland 2) Bailey	FA V Team	9/27/16, 11/15/16, 1/24/17, 4/25/16	1)Google 2)Sample verbiage for school use	1) Google opportunities doc 2) Sample communications
Question 21 cont-3)Train school staff to use mail merge feature to personalize communications 4)Consider parent schedules when requesting survey information (i.e. before major holidays)	3) Floyd 4) Strickland	FA V Team	9/27/16, 11/15/16, 1/24/17, 4/25/16	3)Training schedule 4)School climate survey distrib dates	3) Sample communications 4) Principal communication

Camden County Schools Action Plan 2016-2017

School/Dept: Camden County High School

Critical Issue: An analysis of 2016 American Literature EOC data revealed that 11% of students scored at level 4

S.M.A.R.T. Objective: To increase the percentage of distinguished learners by 3% from 11% to 14% of students scoring level 4.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** American Literature EOC

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Administer writing assesslets three times per year to garner data for professional learning that will follow each administration.	Rika Dow/Angie Lykins	Joi Martin	10/01,12/01, 02/01	Georgia Center for Assessment	Growth Data (writing score average) from Benchmark 1 to Benchmark 2/2017 EOC data
Explicitly model cognitive reading strategies to promote critical thinking skills during reading through cold reads and close reads.	American Literature Teachers/Rika Dow	Joi Martin	9/16,11/16 2/17,4/17	Daily cold reads, Cognitive Reading Strategies, Lesson Plans, Common Planning	Growth Data from Benchmark 1 to Benchmark 2
Implement a benchmark formative assessment to identify the needs of all students and apply interventions based on the level of student performance. A reassessment will be given to measure improvement of all students.	American Literature Teachers/Rika Dow	Joi Martin	Week following benchmark 9/16, 10/8, 02/23, 04/16	EOG/EOC writing samples, exmplars and failing examples	Benchmark/Reassessment Growth Data (data analysis sheet)

Camden County Schools Action Plan 2016-2017

School/Dept: Camden County High School

Critical Issue: An analysis of 2016 Ninth Grade Literature EOC data revealed that 7% of students scored at Level 4.

S.M.A.R.T. Objective: To increase the percentage of distinguished learners by 3% from 7% to 10% of students scoring Level 4.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** Ninth Grade Literature EOC

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Administer writing assesslets three times per year to garner data for professional learning that will follow each test administration.	Rika Dow	Joi Martin	10/01,12/01, 02/01	Georgia Center for Assessment	Growth Data (writing score average) from Benchmark 1 to Benchmark 2/2017 EOC data
Explicitly model cognitive reading strategies to promote critical thinking skills during reading through cold reads and close reads.	9th Literature Teachers/Rika Dow	Joi Martin	9/16,11/16 2/17,4/17	Cognitive Reading Strategies, Lesson Plans, Common	Growth Data from Benchmark 1 to Benchmark 2
Implement a benchmark formative assessment to identify the needs of all students and apply interventions based on the level of student performance. A reassessment will be given to measure improvement of all students.	9th Literature Teachers/Rika Dow	Joi Martin	following benchmark 9/16, 10/8,	samples,Data director, exmplars and failing examples	Benchmark/Reassessment Growth Data (data analysis sheet)

Camden County Schools Action Plan 2016-2017

School/Dept: Camden County High School

Critical Issue: An analysis of the 2016 CCRPI report revealed a final school climate score of 81.4.

S.M.A.R.T. Objective: To increase the final score on the CCRPI school climate report from 81.4 to 84.4

Strategic Focus Area: 3. Supportive Learning Environments: Provide safe, orderly environments that support learning.

CCS Goal: Goal 3.1 Safe, inviting schools free of harmful behavior that support high student achievement

**Performance Indicator:
(Lagging Indicator)** 2017 School Climate Rating

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Monitor and analyze school-wide discipline data to improve the weighted suspension rate	Loden/Martin	Tucker/Martin	Last Wednesday of each month	Steps for Developing a Proactive Schoolwide Discipline Plan (Colvin)	Ed Handbook report/FY 16 monthly report compared to FY17 data
Promote and consistently acknowledge positive behavior to reduce problem behavior	Teachers, Administrators, Staff	Loden/Tucker/Martin	Monthly	PBIS App/Ed Handbook	Reduction in referrals from FY 16 to FY17

Camden County Schools Action Plan 2015-2016

School/Dept: Camden Middle School

Critical Issue: The 2016 Georgia Milestones EOG data revealed that an average of 39.29% of "all" students in grades 6-8 scored at the proficient and distinguished level in English Language Arts.

S.M.A.R.T. Objective: Increase the percent of students in grades 6 - 8 scoring at the proficient and distinguished level on the ELA portion of the 2017 Georgia Milestones EOG from 39.29% to 45%.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

Performance Indicator: (Lagging Indicator) 2017 GMAS

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Use RI data to monitor student reading achievement adjusting instruction to differentiate to address identified needs to foster growth	ELA Teachers	Halstead Massey	10/07, 12/16, 03/11	Reading Inventory Program	Differentiate artifacts/Lesson plans Data results
Use Georgia Center for Assessment assesslets three times per year for formative feedback to inform instructional practice	ELA Teachers Massey	Halstead Massey	T.B.D. (per district plan)	Georgia Center for Assessments	Data results
Increase instruction on narrative writing (provide ELA teachers with professional training on narrative writing techniques)	ELA Teachers	Halstead Massey	T.B.D.	Professional training for ELA teachers	Lesson Plans
Provide small group instruction to select students through contracted services	Gibbs Brimhall	Halstead Massey	T.B.D.	Contracted Services	Lexile Measure at beginning and end of receiving services using MyON
Use 4 X 1 model to provide remediation	ELA Teachers	Halstead Massey	11/18, 12/16, 01/27, 02/24, 03/24, 04/28	Teacher materials and resources	Lesson Plans
Use SLDS data to direct remediation and acceleration	ELA Teachers	Halstead Massey	11/18, 12/16, 01/27, 02/24, 03/24, 04/29	SLDS	Lesson Plans

Camden County Schools Action Plan 2015-2016

School/Dept: Camden Middle School

Critical Issue: The 2016 Georgia Milestones EOG data revealed that an average of 43.13% of "all" students in grades 6-8 scored at the proficient and distinguished level in mathematics.

S.M.A.R.T. Objective: Increase the percent of students in grades 6 - 8 scoring at the proficient and distinguished level in mathematics on the 2017 Georgia Milestones EOG from 43.13% to 46.13%.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 GMAS

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Use MI data to differentiate and guide instruction	Mathematics Teachers Brimhall	Brimhall	11/18, 12/16, 01/27, 02/24, 03/24, 04/29	MI Training	Lesson plan audits, MI growth
Provide small group instruction to select students through contracted services	Gibbs Brimhall	Brimhall	TBD	Contracted Services provider	Reassessment scores on selected standards
Increase writing in mathematics classes through use of BCR & CR	Mathematics Teachers Brimhall	Brimhall	09/13, 02/14, 04/04	Teacher materials and resources	Sign-in sheets of group scoring sessions
Use MobyMax for diagnostic data and prescriptive lessons	Mathematics Teachers Brimhall	Brimhall	09/23, 12/18, 01/27, 03/03, 04/06	MobyMax	MobyMax reports
Use 4x1 instruction to extend, remediate and review on a weekly basis	Mathematics Teachers Brimhall	Brimhall	09/30, 10/28, 12/15, 02/03, 03/23	Teacher materials and resources	Lesson plan audits, "Walk About" tally sheet
Administer common assessments (unit check points - UCPS) 3-4 times a year to identify areas of weakness to address for remediation	Mathematics Teachers Brimhall	Brimhall	09/13, 02/14, 04/04	Data Director	Sign-in sheets for data meetings, lesson plan audits

Camden County Schools Action Plan 2015-2016

School/Dept: Camden Middle School

Critical Issue: The 2016 Georgia Milestones EOG data revealed that an average of 9.4% of SWD students in grades 6-8 scored at the proficient and distinguished level in all content areas.

S.M.A.R.T. Objective: To increase the percent of students scoring at the proficient and distinguished level on 2017 Georgia Milestones EOG from an average of 9.4% to 12.4%.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 GMAS

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Use a 4x1 lesson planning/teaching model to have planned day for remediation and enrichment. Co-Teacher pulling identified students for small group instruction	All Co-teach pairs	Brimhall	9/30, 10/28, 12/15, 2/3, 3/23	Co-teach training	Lesson plans, sign in sheets
Utilize RI Lexile to differentiate instruction based on reading ability	SWD Teachers	Brimhall	09/09, 11/30, 3/7	RI training	Student growth, lesson plans
Use data (SLDS/DD) to pinpoint areas of strengths & weaknesses to provide targeted differentiation	All Co-teach pairs	Brimhall	9/20, 10/18, 11/29, 1/31, 2/28, 3/ 21	SLDS training	Lesson plans, observations, Co-Teach common planning minutes
Use of self-monitoring by identified students – monitor progress in MobyMax, IXL and MI - with monthly progress reflection conferences with SWD teacher	Mathematics Teachers	Brimhall	11/29, 12/13, 01/31, 02/28, 03/21, 04/25	MobyMax, IXL, MI, Graph Paper	Student graphs, conference notes

Camden County Schools Action Plan 2016-2017

School/Dept: Crooked River Elementary School

Critical Issue: The 2016 Educator's Handbook Discipline data revealed that tier 3 and 4 students generated 74% of all office referrals resulting in 62 instructional days lost.

S.M.A.R.T. Objective: To decrease the tier 3 and 4 students' office referrals from 74% to 70% resulting in a decrease in the number of instructional days lost due to discipline incidents.

Strategic Focus Area: 3. Supportive Learning Environments: Provide safe, orderly environments that support learning.

CCS Goal: Goal 3.3 Expectations for student attendance and behavior conducive to high achievement

**Performance Indicator:
(Lagging Indicator)** FY 17 Educator's Handbook Discipline Report

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
To reduce loss of instructional days, teachers will implement strategies offered by the Project Provides team members in fall FY17.	K-5 teachers	Dr. Sheila Sapp/Mrs. Shawny Thorpe	Second Wednesday of each month.	Behavioral PL through Project PROVIDES	Educator's Handbook, documentation notes from observation and feedback
To reinforce positive behaviors, mentors will review PBIS expectations daily during check in-out with tier 3 and 4 students..	Mentor Teachers	PBIS Team	Second Wednesday of each month.	Effective mentor training	Sign in-out sheet
To reduce lost instructional days, teachers of tier 3 and 4 will reteach and review PBIS expectations daily	Select teachers of Tier 3 and 4 students	PBIS Team	Second Wednesday of each month.	Checklist	Educator's Handbook, documentation notes, checklist

Camden County Schools Action Plan 2016-2017

School/Dept: Crooked River Elementary School

Critical Issue: The 2016 EOG revealed that 47.5% students in grades 3-5 scored at the proficient and/or distinguished levels in ELA.

S.M.A.R.T. Objective: To increase the percent of students scoring at the proficient and distinguished learner levels from 47.5% to 50.5% on the 2017 EOG for ELA.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 ELA EOG

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
To increase ELA performance, ELA teachers will develop Action Plans based on grade, subject, and domain specific data from a variety of assessments by September 27, 2016 and report progress on specified report dates.	Grade level designee	Dr. Sheila Sapp/ Mrs. Shawny Thorpe	9/27, 10/25, 11/29, 1/2, 2/28, 3/21, 5/9	Reports from STAR, Journeys, Essential Skills, AFL, MyOn, RI, and unit formatives	Completed Action Plans
To increase ELA performance and utilize feedback from GA Dept. of Ed. Assessment Center assesslets purchased through Title I, ELA teachers will analyze writing with students a minimum of twice a month.	K-5 Teachers	Dr. Sheila Sapp/ Mrs. Shawny Thorpe	9/27, 10/25, 11/29, 1/2, 2/28, 3/21, 5/9	PL GA Dept of Ed Assessment Center	Lesson Plans, student conference notes
To increase ELA performance, teachers will utilize differentiated ELA flexible grouping daily.	K-5 Teachers, Title I Teacher	Dr. Sheila Sapp/ Mrs. Shawny Thorpe	9/27, 10/25, 11/29, 1/2, 2/28, 3/21, 5/9	Journeys, MyOn, RI, STAR, unit formatives, Essential Skills, Title I	Walkthrough data, lesson plans, data notebook
To increase ELA performance, contracted services will be utilized in reading each Monday-Thursday.	EIP Teachers	Dr. Sheila Sapp	First Wednesday of each month	Journeys, Jack and Jilly, Barton Phonics, RAZ, Title I	Contracts, timesheets
To increase ELA performance, teachers will assist parents in developing reading goals during the three scheduled APTT meetings.	K Teachers	Mrs. Denise Millan, Dr. Leigh Dougherty	9/8, 12/8, 3/16	APTT training, Title I specialist and RI data,	APTT goal sheet

Camden County Schools Action Plan 2016-2017

School/Dept: Crooked River Elementary School

Critical Issue: The 2016 EOG revealed that 58.6% students in grades 3-5 scored at the proficient and/or distinguished levels in Math.

S.M.A.R.T. Objective: To increase the percent of students scoring at the proficient and distinguished learner levels from 58.6% to 61.6% on the 2017 EOG for Math.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** FY17 Math EOG

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
To increase math performance, math teachers will develop Action Plans to include the use of manipulatives, based on grade, subject, and domain specific data from a variety of assessments by September 27, 2016 and report progress on specified report dates.	K-5 Teacher	Dr. Sheila Sapp/Mrs. ShawnyThorpe	11/1, 12/6, 1/2, 2/7, 3/7, 4/4,5/2	MI, AFL, Reflex math, IXL math, Accelerated math, Number Talks, Quantiles.com	Completed Action Plans
To increase math performance, teachers will utilize differentiated math flexible grouping daily.	K-5 Teacher	Dr. Sheila Sapp/Mrs. ShawnyThorpe	11/1, 12/6, 1/2, 2/7, 3/7, 4/4,5/2	MI, AFL, Reflex math, IXL math, Accelerated math, Number Talks, Quantiles.com	Walkthrough data, lesson plans, data notebook
To increase math performance, contracted services will be utilized in math each Monday-Thursday.	Mrs. Shawny Thorpe	Dr. Sheila Sapp	First Wednesday of each month	Touch Math, Framework tasks, IXL, Quantiles.com	Contracts, timesheets
To increase math performance, teachers will assist parents in developing math goals during three APTT meetings..	K Teachers	Mrs. Denise Millan/Dr. Leigh Dougherty	9/8 12/8, 3/16	APTT training, Title I specialist and MI data	APTT goal sheets

Camden County Schools Action Plan 2016-2017

School/Dept: David L. Rainer Elementary School

Critical Issue: 2016 PowerSchool attendance data revealed that 46% of all students enrolled at DLR missed fewer than 6 days for the 2015-2016 school year.

S.M.A.R.T. Objective: To increase the percentage of students missing fewer than 6 days from 46% to 50% for the 2016-2017 school year.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 3.3 Expectations for student attendance and behavior conducive to high achievement

**Performance Indicator:
(Lagging Indicator)** Power School Year End report

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 2 - Written Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
An "Every Day, Every Hour Matters" school attendance team will be created that consists of teachers, counselor, school social worker and students to create incentives and strategies for improvement.	K. Dixon	Milstead	10/12, 1/11, 3/15,		Power School data/ SLDS
Students and classes will be rewarded and recognized quarterly for improved attendance via newsletter, announcements and assemblies.	K. Dixon	Milstead	9/14, 11/16, 2/15, 4/26		Power School data
Teachers will build parent capacity on the importance of daily attendance via weekly newsletter and parent teacher conferences.	PK-5 Grade level chairs	Milstead	9/14, 11/16, 2/15, 3/3	ATPP	Newsletters, observation, conference notes
As a connection between staff and students, a check in and out mentor will be assigned to students with chronic absenteeism to encourage daily attendance.	Mentors	Milstead	9/14, 11/16, 2/15, 3/3		Power School data

Camden County Schools Action Plan 2016-2017

School/Dept: David L. Rainer Elementary School

Critical Issue: An analysis of the 2016 GMAS data revealed that approximately 51% of all students in grades 3-5 are performing at the "proficient and distinguished" performance level on the ELA portion of the Georgia Milestones Assessment.

S.M.A.R.T. Objective: To increase percentage of students scoring at the proficient and distinguished performance levels in grades 3-5 from 51% to 54% on the ELA portion of the 2017 GMAS.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

Performance Indicator: (Lagging Indicator) 2017 GMAS ELA

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 2 - Written Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will vertically collaborate monthly to address priority standards, and writing gaps between grade levels.	K-5 ELA Teachers	Milstead/Thomas	9/13, 10/10, 11/15, 1/17	Karen Jones (writing coach)	STAR testing data; Assesslets
Teachers will begin Lexile goal setting conferences with students via Lexile charts to select appropriate materials that meet and challenge students.	K-5 ELA Teachers	Milstead/Thomas	10/10, 11/15, 1/17, 3/3, 4/3	Reading Inventory Leader Dashboard	Lesson plan audits/RI/EZCBM
Professional learning will occur in September emphasizing close reads, anchor texts, and writing across the curriculum in every grade, and every content area.	Miller, Bunch, Burden, Blair, Haag, Douylliez	Milstead/Thomas	10/10, 11/15, 1/17, 3/3	Leigh Dougherty, Karen Jones, D. Kemp. Journeys	Lesson plan audits/Formative assessments
Grade level teams will use RI, formative and 2016 GMAS data to create and monitor grade level action plans during monthly vertical meetings.	Miller, Bunch, Burden, Blair, Haag, Douylliez	Milstead	10/10, 11/15, 1/17, 3/3	Journeys	Collaborative minutes
To address rigor in the classroom, teachers will participate in Depth of Knowledge and Learning focus summarizing professional learning.	K-5 Teachers	Thomas	10/10, 11/15, 1/17, 3/3	Leigh Dougherty, Karen Jones, Lori Thomas	lesson plan audits
Teachers will incorporate Achievement Level Descriptors and Scoring Sampler in lesson planning and in collaborative planning to ensure lessons are rigorous.	Blair, Haag, Douylliez	Milstead/Thomas	10/10, 11/15, 1/17, 3/3	Karen Jones (writing coach)	lesson plan audits/ collaborative planning minutes
To improve time on task and opportunity for learning, grade level teams will employ flexible grouping and scheduling (Denmark) in first and second semester.	Blair, Haag, Douylliez	Milstead	10/10, 1/17	Karen Jones (writing coach)	Walkthroughs
Each day, the writing coach will focus on developing writers as well as level 3 grouping of students movement to level 4 in grades 3-5.	Karen Jones	Milstead/Thomas	10/10, 11/15, 1/17, 3/3, 4/3	Karen Jones (writing coach)	Writing groups, collaborative scoring data, Assesslets

Camden County Schools Action Plan 2016-2017

School/Dept: David L. Rainer Elementary School

Critical Issue: An analysis of the 2016 GMAS data revealed that approximately 45% of all students in grades 3-5 are performing at the "proficient and distinguished" performance level on the Math portion of the Georgia Milestones Assessment.

S.M.A.R.T. Objective: To increase the percentage of students scoring at the proficient and distinguished levels in grades 3-5 from 45% to 48% on the math portion of the 2017 GMAS.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

Performance Indicator: (Lagging Indicator) 2017 GMAS Math

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 2 - Written Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will vertically collaborate monthly to determine learning targets, create I Can statements, and identify gaps in learning between grade levels.	K-2 Teachers, Beckham, Lance, David	Milstead and Thomas	9/13, 10/10, 11/15, 1/17	Leigh Dougherty/ Title I	Math Formative assessments (units)
To help maintain skills and build fluency, teachers will daily incorporate maintenance skills through manipulatives that include fractions, measurement and geometry.	Beckham, David, Lance	Milstead and Thomas	10/10, 11/15, 1/17, 3/3, 4/3	SLDS	MI growth reports
To address parent requests for assistance in math, teachers will build capacity in parents on math concepts through various mediums (APTT, newsletters, workshops, web sites) .	McElroy, Beckham, Lance, David	Milstead	9/13, 10/10, 11/15, 1/17, 3/3, 4/3	2016 Title I parent survey	Newsletters, APTT data collection
Teachers will incorporate Number Talks and Model Talks daily in lessons to create math dialogue among students.	K-5 Math Teachers	Milstead and Thomas	9/13, 10/10, 11/15, 1/17, 3/3, 4/3	L. Dougherty, B. Lance	lesson plan audits, math formatives (units)
In September, teachers will participate in review of Number Talks math strategies to guide math dialogue among students.	K-5 Math Teachers	Milstead and Thomas	9/13, 10/10, 11/15, 1/17	Lance, Blair, David	lesson plan audits/ MI growth reports
3X per week, contract service tutors will remediate lowest performing standards in math with students that are performing below grade level.	L. Thomas	Milstead and Thomas	10/10, 11/15, 1/17, 3/3, 4/3	Title I Labelle	Math Inventory data/STAR
3-5 Teachers will incorporate flexible scheduling to accommodate whole, small, and differentiated instruction (Denmark model).	Beckham, Lance	Milstead	10/10, 11/15, 1/17, 3/3	Karen Jones, interventionist, Title I	Walkthroughs
Weekly, teachers will incorporate writing strategies from professional learning to encourage journal writing and expression in math.	Beckham, Lance, David	Milstead and Thomas	10/ 10, 11/15, 1/17, 3/3	Karen Jones, interventionist, Title I	lesson plan audits, math formatives (units)

Camden County Schools Action Plan 2016-2017

School/Dept: Kingsland Elementary School

Critical Issue: The 2016 EOY attendance report revealed that 40% of students had less than six absences.

S.M.A.R.T. Objective: Increase the percentage of PreK-5th grade students with less than six absences from 40 to 45%.

Strategic Focus Area: 3. Supportive Learning Environments: Provide safe, orderly environments that support learning.

CCS Goal: Goal 3.3 Expectations for student attendance and behavior conducive to high achievement

**Performance Indicator:
(Lagging Indicator)** FY 2017 EOY Attendance Data

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Send letter on August 3 to parents of any student missing more than 10 days of school during the 2015-2016 academic year.	Mrs. Wilder	Mr. Curry	08/03/16	PowerSchool	Letter Sent Home
Send home a flyer on September 16 to educate parents about when child is too sick to attend school.	Nurse	Mrs. Wilder	09/16/16	Website/Brochure	Copy of flyer sent home
Attendance panel will meet to discuss and track attendance data at the end of each month.	Attendance Panel (PBIS Team)	Mrs. Wilder	Once a Month (last Monday)	PowerSchool	Attendance Panel Meeting Minutes
Parent letter sent to all students on Aug. 22 informing them of importance of attendance and how it impacts achievement.	Mrs. Wilder	Mr. Curry	09/01/16	Attendance Works Website	Letter Sent Home
School-wide attendance initiative in each classroom. (For every day a class has 100% attendance, teacher or student displays a letter. Once it spells KINGSLAND, the entire class receives a treat.)	All homeroom teachers	Mr. Curry/Dr. Ellis	Once a Month (last Monday)	General Fund	Classroom Posters/Letters
Implement monthly incentives for students to earn (trinkets, candy, dance, homework passes) and recognize students with good attendance missing one day or less per month.	KESAttendance Panel	Mrs. Wilder	Last day of every month	General Fund	Documented Plan for Good Attendance
Implement monthly staff incentives for good and perfect attendance at end of each month.	KESAttendance Panel	Mr. Curry/Dr. Ellis	Last day of every month	General Fund	Documented Plan for Good Attendance
In addition to perfect attendance, recognize students at Honors Program who have missed five or less days.	KESAttendance Panel	Mr. Curry/Dr. Ellis	05/17/17	Certificates	Student Attendance Data

Camden County Schools Action Plan 2016-2017

School/Dept: Kingsland Elementary School

Critical Issue: The 2016 EOG data revealed that 44% of all 3-5th grade students scored at the proficient and distinguished learner levels on Language Arts EOG.

S.M.A.R.T. Objective: Increase the percentage of students scoring at the proficient and distinguished learner level from 44% to 47% on the 2017 EOG Language Arts with narrative writing presenting the lowest domain performance.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** Spring 2017 ELA Georgia Milestones

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will utilize the state-provided narrative writing four-point Holistic rubric weekly in grades 3-5 and administer a writing assessment three times a year (Sept 6-14, Oct. 3-7, Nov. 28-Dec. 1)	Teachers 3 - 5	Karon Y. Ellis	9/30, 10/28, 12/9	Four-Point Holistic Rubric, Title I funds (Writing Assesslets)	Writing Samples w/attached Rubrics Lesson Plan Audits Collaborative Planning Minutes
Teachers will implement 'Drop Everything and Read' for ten (10) minutes daily as an effort to increase student lexiles. (Drop Everything and Listen in PreK - 1).	Teachers PreK - 5	Karon Y. Ellis	9/13, 10/25, 12/13, 2/28, 3/21	Books, MyON, Journeys Online	AR/MyOn Reports Lesson Plan Audits Classroom Walkthroughs
Teachers will continue the practice of daily writing to improve student writing skills.	Teachers K - 5	Karon Y. Ellis	9/13, 10/25, 12/13, 2/28, 3/21	Questioning Blueprint, 4-Ph of Close Rdg Doc, 4-pt Hol Rub, Books	Google Docs/Reports Lesson Plan Audits Classroom Walkthroughs
Teachers will continue the practice of weekly individualized instruction/student-teacher conferences in the classrooms to enhance student learning.	Teachers PreK - 5	Karon Y. Ellis	9/13, 10/25, 12/13, 2/28, 3/21	Formative Assess Data, EIP, Title I and Cont Serv Interventionists	Student-Teacher Conference Minutes Lesson Plan Audits Classroom Walkthroughs
Teachers will continue to utilize a weekly or bi-weekly effective formative assessment process in the classrooms to enhance student learning.	Teachers PreK - 5	Karon Y. Ellis	9/13, 10/25, 12/13, 2/28, 3/21	Weekly or Bi-weekly Formative Assessments Formative Assess Data	Lesson Plan Audits Assessment Data
Teachers will continue the practice of daily maintenance of language and reading skills in the classrooms so students can maintain previously learned skills.	Teachers PreK - 5	Karon Y. Ellis	9/13, 10/25, 12/13, 2/28, 3/21	Kahoots Daily Oral Language Tch-Created Reviews	Lesson Plan Audits Classroom Walkthroughs
EIP, Title I, and Contracted Services Interventionists will co-teach and provide small group instruction/intervention (daily) to provide scaffolded instruction.	Interventionists	Karon Y. Ellis	9/13, 10/25, 12/13, 2/28, 3/21	Interventionists, Title I Funding	Lesson Plan Audits Classroom Walkthroughs
ELA Interventionist will provide daily (8:00-8:45) writing instruction in the writing lab for 2nd graders to improve student writing.	ELA Interventionist	Karon Y. Ellis	9/13, 10/25, 12/13, 2/28, 3/21	Questioning Blueprint, 4-Ph of Close Rdg Doc, Books and Articles	Writing Samples w/attached Rubrics Anchor Charts, Lesson Plan Audits Classroom Walkthroughs

Camden County Schools Action Plan 2016-2017

School/Dept: Kingsland Elementary School

Critical Issue: The 2016 EOG data revealed that 57% of all 3-5th grade students scored at the proficient and distinguished learner levels on the Math EOG with operations and algebraic thinking presenting the lowest domain performance.

S.M.A.R.T. Objective: Increase the percentage of students performing at the proficient and distinguished learner level from 57% to 60% on the 2017 Math EOG.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** Spring 2017 Math Georgia Milestones

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will incorporate math maintenance and fluency activities into daily lessons to ensure students maintain prior learning.	K-5 teachers	Charles Curry	9/13, 10/25, 12/13, 2/28,3/21	Kahoots, Teacher-Created Maintenance Activities	Lesson Plan Audits, Google Classroom Assignment
Teachers will utilize bi-weekly formative assessment data to create student learning goals and utilize resources from "The Quantile Frameworks" to increase individual student quantile measures.	K-5 teachers	Charles Curry	9/13, 10/25, 12/13, 2/28, 3/21	Quantile.com Website	Lesson Plan Audits, MI Goals Report
Interventionist will facilitate 2nd and 3rd grade Math Lab daily to enhance student math fact fluency.	Deborah Gray	Charles Curry	9/13, 10/25, 12/13, 2/28, 3/21	Study Island, Moby Max, Math Manipulatives	Progress Monitoring Data
Teachers will utilize bi-weekly assessment data in Study Island to guide instruction. Students will utilize Study Island weekly to practice math skills and take assessments.	2-5th grade teachers	Karon Ellis	9/13, 10/25, 12/13, 2/28, 3/21	Study Island Software	Student Performance Reports
Students in grades 3-5 will build digital journals weekly to demonstrate learning.	3-5th grade teachers	Charles Curry	9/13, 10/25, 12/13, 2/28, 3/21	Google Classroom	Google Classroom Posts
A contracted service interventionist will remediate and reinforce math instruction in grades 4 and 5.	Tracy Fettingner	Charles Curry	10/12, 12/14, 2/15	Instructional Extension and Title 1 Funds	Progress Monitoring Data

Camden County Schools Action Plan 2016-2017

School/Dept: Mamie Lou Gross Elementary School

Critical Issue: An analysis of the 2015-16 PowerSchool attendance data revealed 33% of all students enrolled at MLGES were absent 6 or more days.

S.M.A.R.T. Objective: To decrease the percentage of students missing 6 or more days of school from 33% to 30% for the 2016-2017 school year.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 3.3 Expectations for student attendance and behavior conducive to high achievement

**Performance Indicator:
(Lagging Indicator)** 2016-17 End of Year State Student Records Report

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will call parents after 3 absences to encourage relationships and promote the importance of regular school attendance and reduce absences.	Garrick; T Brazell; C Schinella; K	Renee Spencer	Last School Day of Each Month		List of parents called per month
Administrators will recognize students with perfect attendance at the quarterly Terrific Kids' Assembly to promote better student attendance. Note: Drawings for prizes - one per grade level.	Lisa Jackson/C Adcox	B Wilkerson	10/7; 1/3; 3/10		PowerSchool quarterly attendance data
Administrators will recognize the class from each grade level with the highest monthly attendance with freeze pops to promote better class attendance.	Lisa Jackson/B Wilkerson	C Adcox	Last School Day of Each Month		PowerSchool monthly attendance data

Camden County Schools Action Plan 2016-2017

School/Dept: Mamie Lou Gross Elementary School

Critical Issue: An analysis of 2016 GMAS data revealed that approximately 65% of all students in grades 3-5 are performing below the "proficient" performance level on the ELA EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3-5 performing at the proficient and distinguished levels from 34.7% to 37.7% on the 2017 GMAS EOG.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 GMAS ELA

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will review Journeys assessment data in grade level and vertical planning sessions to identify and target gaps on progress to increase performance on priority standards.	J Jackson; D Garrick; T Brazell; C Schinella; K Ellerson; R Booker	C Adcox	9/27; 11/1; 1/3; 1/31; 2/28; 3/21		Journeys Assessment Standard Comparison Reports
Teachers will conference with students about their RI/Lexile scores so that students can plot their own data in charts and monitor their Lexile progress. (Student Data Chat)	J Jackson; D Garrick; T Brazell; C Schinella; K Ellerson; R Booker	C Adcox	11/1/16; 1/3; 3/21	ESPLOST	RI Growth proficiency reports
Teachers will administer a GCA Writing Assesslet per genre in grades 3-5 to identify the needs of all students and apply interventions based on the level of student performance & GCA commentary. Assesslet Windows: Sept. 5-9; Oct. 3-7; Nov. 28-Dec.1	J Jackson; D Garrick; T Brazell; C Schinella; K Ellerson; R Booker	C Adcox	9/27; 11/1; 1/3	Title II & Title I	GCA Score Reports & Commentary Comparison

Camden County Schools Action Plan 2016-2017

School/Dept: Mamie Lou Gross Elementary School

Critical Issue: An analysis of 2016 GMAS data revealed that approximately 53% of all students in grades 3-5 are performing below the "proficient" performance level on the Math EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3-5 performing at the proficient and distinguished levels from 47% to 50% on the 2017 GMAS.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 GMAS Mathematics

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will use technology programs IXL and Moby Max as differentiation resources to increase student performance.	J Jackson; D Garrick; T Brazell; C Schinella; K Ellerson; R Booker	B Wilkerson	9/27; 11/1; 1/3; 1/31; 2/28; 3/21		mathematics formative assessments; IXL and Moby Max reports
Teacher will utilize manipulatives in individual student, partner, and small group activities to review/learn/accelerate skills weekly.	J Jackson; D Garrick; T Brazell; C Schinella; K Ellerson; R Booker	B Wilkerson	9/27; 11/1; 1/3; 1/31; 2/28; 3/21		math formative assessment items
Teachers will review math assessment data in grade level and vertical planning sessions to identify and target gaps on progress to increase performance on priority standards.	J Jackson; D Garrick; T Brazell; C Schinella; K Ellerson; R Booker	B Wilkerson	9/27; 11/1; 1/3; 1/31; 2/28; 3/21		math formative assessments

Camden County Schools Action Plan 2016-2017

School/Dept: Mary Lee Clark Elementary School

Critical Issue: An analysis of the 2016 GMAS data revealed that 46.8% of all students in grades 3-5 are performing at the "proficient" or "distinguished" performance level on the ELA EOG.

S.M.A.R.T. Objective: To increase ELA GMAS performance at the "proficient" and "distinguished" performance level from 46.8% to 49.8%.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 GMAS ELA

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Set goals with each student for Lexiles based on formative data; update parents on Lexile progress on regular basis.	ELA Teachers 2nd-5th, Elisa Tipton	TLS	11/29, 3/7	Lexile Training for teachers, RI program , Parent Info on Lexiles,	Lexile data from RI assessments
Focus on reading foundation skills in K-2 with a focus on phonics; analyze Foundational Reading assessment results to guide instructional decisions.	TLS	Principal	11/29, 3/7	RI Program, RI PL, Journeys, Journeys PL	Foundational Skills data from RI assessments
Analyze data from writing assessments to guide writing instruction including student goal setting and student feedback.	ELA Teachers, Mrs.Bentle; Dr. McCollough	Principal	1st/2nd Dates 10/17,1/17, 3/20, 5/16 GAC Dates 10/4, 10/17, 1/4,	Sub funds for writing scoring, GAC PL and assesslets	K-2 Writing Prog. Data, ELA AFL Writing Data, 3-5 GAC data,

Camden County Schools Action Plan 2016-2017

School/Dept: Mary Lee Clark Elementary School

Critical Issue: An analysis of the 2016 GMAS data revealed that 50.5% of all students in grades 3-5 are performing at the "proficient" or "distinguished" performance level on the Math EOG.

S.M.A.R.T. Objective: To increase Math GMAS performance at the "proficient" and "distinguished" performance level from 50.5% to 53.5%.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 GMAS Math

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Monitor the implementation of Number Talks in K-5 mathematics classrooms with an emphasis on the Standards of Mathematical Practice and the structure of the talks.	TLS	Principal	10/25, 1/11, 3/15	Number Talks Training Number Talks Books	Number Talks walkthroughs; MI Assessment Data
Ensure GSE formatted formative assessments reflect the rigor of GSE Math standards as described by Achievement Level Descriptors; assessments will be used to monitor student progress.	TLS	Principal	11/29, 3/7	PL on ALD, Funds for subs for PL	MI Growth Proficiency Report
Implement Math Master program to monitor and recognize student math fact fluency.	Mary Boily	TLS	1/11, 3/15, 5/18	Funds for awards, software	Math Fact Fluency Data

Camden County Schools Action Plan 2016-2017

School/Dept: Mary Lee Clark Elementary School

Critical Issue: An analysis of 2015-2016 Educator Handbook data revealed that 129.4 instructional days were lost due to discipline infractions resulting in ISS and OSS..

S.M.A.R.T. Objective: Lower the number of lost instructional days from 129.4 days by 10% to 116.1 days of lost instructional days due to ISS and OSS discipline infractions.

Strategic Focus Area: 3. Supportive Learning Environments: Provide safe, orderly environments that support learning.

CCS Goal: Goal 3.1 Safe, inviting schools free of harmful behavior that support high student achievement

**Performance Indicator:
(Lagging Indicator)** Educator Handbook Disaggregated Report

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Implement mentor check in and check out partnerships for identified students.	PBIS Coach	Principal, TLS	9/14, 10/12, 11/9, 12/14, 1/11, 2/8, 3/8, 4/12, 5/10	PL on Mentoring students	Educator Handbook data for students participating in Check In Check Out
Develop incentives for recognizing grade level positive behaviors and for recognizing faculty implementing PBIS with fidelity.	PBIS Leadership Team	Principal, TLS	9/20, 10/18, 11/15, 12/18,	Funds for incentives	Class Dojo data, Educator Handbook Data, BOQ

Camden County Schools Action Plan 2016-2017

School/Dept: Matilda Harris Elementary School

Critical Issue: The 2016 GMAS for ELA revealed that 48% of students in grades 3-5 scored in the proficient and distinguished levels (3-4).

S.M.A.R.T. Objective: To increase the percentage of students in the proficient and distinguished levels (3-4) from 48% to 51% on the 2017 ELA GMAS for grades 3-5.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.4 Rigorous, relevant curriculum that exceeds state and national expectations

**Performance Indicator:
(Lagging Indicator)** 2017 GA Milestones EOG ELA

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers use differentiation strategies in the ELA class to provide a variety of learning options in order to aid students in making sense of concepts and skills at their individual level of understanding.	Lee, Rowell, AWilliams, Poole, SWilliams, Fitzgerald	H. Heron/ A. Gay	9/16,9/22,10/11,1 1/1,12/13,1/10,2/1 4,3/7,4/4,5/2		Data from Scootpad, IXL
Teachers plan collaboratively with Social Studies/Science Teachers to incorporate content area writing topics in ELA classes.	Lee, Rowell, AWilliams, Poole, SWilliams, Fitzgerald	H. Heron/ A. Gay	9/16,9/22,10/11,1 1/1,12/13,1/10,2/1 4,3/7,4/4,5/2		TKES walkthroughs/observations, lesson plans
Teachers administer writing assesslets from the Georgia Center for Assessments three times per year.	Lee, Rowell, AWilliams, Poole, SWilliams, Fitzgerald	H. Heron/ A. Gay	9/16,9/22,10/11,1 1/1,12/13,1/10,2/1 4,3/7,4/4,5/2		Assessment data; AFL constructed response data

Camden County Schools Action Plan 2016-2017

School/Dept: Matilda Harris Elementary School

Critical Issue: The 2016 GMAS revealed that 56% of students in grades 3-5 scored in the proficient and distinguished levels (3-4) on Math EOG.

S.M.A.R.T. Objective: To increase the percentage of students in the proficient and distinguished levels (3-4) from 56% to 59% on the 2017 Math EOG for grades 3-5.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 GMAS Mathematics

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers use differentiation strategies in the math class to provide a variety of learning options in order to aid students in making sense of concepts and skills at their individual level of understanding.	Maley,Mann, Roberts,Coley, Daenzer	H. Heron/A.Gay	9/13,10/18,11/8,1/17,2/21,3/14,4/11		Data from programs including Frontrow, Scootpad, IXL, MI
Math teachers will implement GSE aligned formative assessments for each elementary math unit that reflects rigor as described by the Achievement Level Descriptors (ALD) for the purpose of monitoring student progress.	Maley,Mann,Roberts,Coley, Daenzer	H. Heron/A.Gay	9/13,10/18,11/8,1/17,2/21,3/14,4/11	Leslie Mills	Formative Assessment data
Teachers se interactive notebooks, BCRs and/or mathematics journals in mathematics classes to provide working examples of skills and concepts at all Depth of Knowledge levels	Maley,Mann,Roberts,Coley, Daenzer	H. Heron/A.Gay	9/13,10/18,11/8,1/17,2/21,3/14,4/11		Data from notebooks/journals review

Camden County Schools Action Plan 2016-2017

School/Dept: Matilda Harris Elementary School

Critical Issue: The 2016 GMAS data revealed that 56% of students in grade three scored a Lexile score of 650 or higher on the ELA EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grade three scoring a 650 or higher Lexile from 56% to 59% on the 2017 ELA EOG.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.4 Rigorous, relevant curriculum that exceeds state and national expectations

**Performance Indicator:
(Lagging Indicator)** 2017 GMAS ELA

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers use differentiation strategies in the ELA class to provide a variety of learning options in order to aid students in making sense of concepts and skills at their individual level of understanding.	Lee, Rowell, Poole, Williams	H. Heron/ A. Gay	5,12/6,1/24,,1/ 31,2/28,3/21, 4/14		Data from: Frontrow, Scootpad,
Teachers set and monitor student Lexile goals for individual awareness and reading materials selections (teachers will individually conference with students in ELA classes).	Lee, Rowell, Poole, Williams	H. Heron/ A. Gay	5,12/6,1/24,,1/ 31,2/28,3/21, 4/14		Myon, AR reports, Goal Setting Sheet, RI data, Lexile Logs

Camden County Schools Action Plan 2016-2017

School/Dept: St. Marys Elementary School

Critical Issue: The 2016 Student Record Data Collection report revealed approximately 45.43% of all students missed less than 6 days of school.

S.M.A.R.T. Objective: Increase the percentage of students missing less than six days of school from 45.43% to 48% for the 2016-2017 school year.

Strategic Focus Area: 3. Supportive Learning Environments: Provide safe, orderly environments that support learning.

CCS Goal: Goal 3.3 Expectations for student attendance and behavior conducive to high achievement

**Performance Indicator:
(Lagging Indicator)** 2017 Student Record Data Collection report

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Implement a communication plan in which teachers contact parents when a child misses school.	Pre-K - 5 teachers	Mr. Spencer	9/28, 12/2, 2/15, 4/21	Communication Logs	20 day attendance Reports
Recognize and reward students/classes with perfect attendance each 20 day period.	Pre-K - 5 teachers	Mr. Spencer	9/28, 12/2, 2/15, 4/21		Chart that reflects the % of students with perfect attendance each 20 day period.

Camden County Schools Action Plan 2016-2017

School/Dept: St. Marys Elementary School

Critical Issue: The 2016 EOG Assessment revealed that 42.2% of all students in grades 3-5 scored at proficient and distinguished levels in English/Language Arts.

S.M.A.R.T. Objective: To increase the percent of all students in grades 3-5 scoring from 42.2% to 48% at proficient and distinguished levels in English/Language Arts.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 GA Milestones EOG

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Implement flexible grouping strategies based on formative assessment data to differentiate instructional content (TKES Standard #2, #3) , process, and learning environment to ensure all students show growth. (TKES Standard #4 & #6) (LKES Standards #1 & #3)	K. Simpson/B. Moody	B. Narvell	11/29/16 & 3/7/17	TKES Resources related to Dif. & Assessment Uses	RI Data
Create, implement and review data from formative assessments that are aligned to the achievement level descriptors to ensure students are placed in appropriate flexible groups and making growth. (TKES Std. #1, #5, #9, and #10) (LKES Std. #1 & #3)	R. Watson, L. Duchscherer, H. Carter	B. Narvell	10/11, 11/29, 12/13, 1/3, 3/7	GADOE Achievement Level Descriptors	RI Data
Utilize the Assesslet data to refine and bolster writing instruction.	H. Carter, M. Lang, J. Minnick	B. Narvell	10/10, 11/10, 1/3	GCA Training, Lennections Website	GCA Reporting Data Forms

Camden County Schools Action Plan 2016-2017

School/Dept: St. Marys Elementary School

Critical Issue: The 2016 EOG Assessment revealed that 54% of all students in grades 3-5 scored at proficient and distinguished levels in mathematics.

S.M.A.R.T. Objective: To increase the percent of all students in grades 3-5 scoring from 54% to 59% at proficient and distinguished levels in mathematics.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 GA Milestones EOG

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Implement flexible grouping strategies based on formative assessment data to differentiate instructional content (TKES Standard #2, #3), process, and learning environment to ensure all students show growth. (TKES Standard #4 & #6) (LKES Standard #1 & #3)	K. Simpson/B. Moody	R. Lee	11/29/16 & 3/7/17	TKES Resources related to Dif. & Assessment Uses	MI Data (Quantiles)
Implement pre and post unit formative assessments that are aligned to levels 2, 3, & 4 on the achievement level descriptors using vertical teams to develop assessments and ensure students are placed in appropriate flexible groups. (TKES Std. #1, #5, #9, and #10) (LKES Std. #1 & #3)	M. Brazell, J. Starmer, C. Peterson	R. Lee	10/11, 11/29, 12/13, 1/3, 3/7	GADOE Achievement Level Descriptors	MI Data (Quantiles)

Camden County Schools Action Plan 2016-2017

School/Dept: St. Marys Middle School

Critical Issue: The FY16 GaDOE student record collection showed that 46.2% of students enrolled missed fewer than 6 days of school (excused or unexcused).

S.M.A.R.T. Objective: To increase the percentage of all students with fewer than 6 days of school from 46.2% to 56.2% from June 2016 to June 2017

Strategic Focus Area: 3. Supportive Learning Environments: Provide safe, orderly environments that support learning.

CCS Goal: Goal 3.3 Expectations for student attendance and behavior conducive to high achievement

**Performance Indicator:
(Lagging Indicator)** FY17 GaDOE student record collection

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Monitor absences daily to determine patterns of absenteeism	Kaitlyn Fatale, Peggy DuBose, Angel Kersten	Daniel Burns, Melissa Richardson	Daily	SMMS Attendance Protocol	Power School Attendance Report
Continue to contact parents via email or phone call first absence to have students college and career ready	All homeroom teachers	Dr. McManigal	Daily	SMMS Attendance Protocol	Teacher Documentation
Implement quarterly incentive for students with perfect attendance to recognize the achievement	Melissa Richardson, Daniel Burns	Dr. McManigal	10/10, 12/16, 3/15, 5/10	Business sponsors	Power School Attendance Report
Implement mystery activity or trip reward by school council for students with fewer than 6 days absent to have students college and career ready	Sandra Deloach	Dr. McManigal	05/01/16	SMMS checking	Power School Attendance Report
Recognize students with perfect attendance for all three years of middle school (eighth graders) for the achievement	Peggy DuBose, Dr. Dugger	Dr. McManigal	05/01/16	SMMS checking	Power School Attendance Report

Camden County Schools Action Plan 2016-2017

School/Dept: St. Marys Middle School

Critical Issue: An analysis of the 2016 GMAS data revealed that approximately 42.3% of all students are performing at the "proficient" or "distinguished" performance levels on the ELA EOG.

S.M.A.R.T. Objective: To increase ELA GMAS performance levels at the "proficient" or "distinguished" levels from 42.3% to 45.3%.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** _____

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Provide additional training using the SLDS to assist teachers in developing instructional plans to meet student needs	Dr. Powell	Dr. McManigal	11/10/16, 2/16/17, 4/4/17	Sabine O'Neill, GaDoE	ELA Benchmark Data Director Reports
Implement job-embedded coaching for Project-Based Learning Teams (PBL) to teach students to solve real-world problems to be college and career ready	Dr. Dugger, PBL teams	Dr. McManigal	9/23/16, 2/24/17	George Johnson, SREB/MMGW	PBL Coach-Embedded Feedback Report (individual & school-wide)
Revise ELA mastery assessments to reflect GMAS format & rigor	Farthing, Mrs. Richardson, Dr. Powell	Dr. McManigal	11/10/16, 2/16/17, 4/4/17	GSE	ELA Benchmark Data Director Reports
Implement Intensive Reading Course for identified students	Dr. Powell, Mrs. Minshew	Dr. McManigal	12/16/16, 3/15/16, 5/18/16	RI/MI data, 2016 EOG ELA data, Easy CBM	RI Growth Goals Report
Implement Zero Period & Remedial/tutoring camps for re-teaching and/or remediation for identified students	Dr. Dugger, Zero Period Teachers	Dr. McManigal	12/16/16, 3/15/16, 5/18/16	Instructional Extension Budget	ELA Benchmark Data Director Reports
Implement four on-demand writing tasks (Jan-April) for all students	All ELA teachers, Dr. Powell	Dr. McManigal	10th day of Jan, Feb, March, April	Spotlight on Paired Passages, Title I funding	On-Demand Writing Performance
Implement three writing assesslets to mirror the EOG extended response format for three genres for all students	Dr. Barlow, Dr. Powell	Dr. McManigal	9/13/16, 10/4/16, 11/28/16	Assessment (GAC), Title I funding, system-level Professional	GAC asseslet reporting, Data Director Reports & Review

Camden County Schools Action Plan 2016-2017

School/Dept: St. Marys Middle School

Critical Issue: An analysis of the 2016 GMAS data revealed that approximately 44.1% of all students are performing at the "proficient" or "distinguished" performance levels on the math EOG.

S.M.A.R.T. Objective: To increase math GMAS performance levels at the "proficient" or "distinguished" levels from 44.1% to 50%.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 GMAS math

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Provide additional training using the SLDS to assist teachers in developing instructional plans for all students	Dr. Powell	Dr. McManigal	11/10/16, 2/16/17, 4/4/17	Sabine O'Neill, GaDoE	Math Benchmark Data Director Reports
Implement Zero Period and Remedial Camps for re-teaching and/or remediation for identified students	Dr. Dugger	Dr. McManigal	10/10/16, 12/16/16, 3/15/16, 5/18/16	Instructional Extension Budget	Math Benchmark Data Director Reports
Continue use of MDC Formative Assessment Lessons (FALS) within math units of instruction to monitor student progress	Dr. Dugger	Dr. McManigal	10/10/16, 12/16/16, 3/15/16, 5/18/16	MDC FAL rubric	MDC FAL data results posting
Implement job-embedded coaching to teach students to solve real-world problems to be college and career ready	Dr. Dugger, PBL teams	Dr. McManigal	9/23/16, 2/24/17	George Johnson, SREB	PBL Coach-Embedded Feedback Report (individual & school-wide)
Revise mastery assessments to reflect EOG format & rigor	Powell, Mrs. Bosworth, Mrs. Walker, Mrs.	Dr. McManigal	11/10/16, 2/16/17, 4/4/17	EOG assessment guides	Math Benchmark Data Director Reports

Camden County Schools Action Plan 2016-2017

School/Dept: Sugarmill Elementary School

Critical Issue: The 2016 EOG Assessment revealed that 56% of students in grades 3-5 scored at the proficient and distinguished performance levels on the ELA EOG.

S.M.A.R.T. Objective: To increase the percent of students in grades 3-5 scoring from 56% to 59% at the proficient and distinguished performance levels on the 2017 ELA EOG.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 EOG

Outcome: _____

Final Report Date: 6/17/2016 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
The teachers will use Mentor Sentences with instruction.	K-2 Teachers	Mrs. Slattery/Ms. Segear	9/6/16, 10/4/16, 11/1/16, 12/6/16, 1/10/17, 2/7/17, 3/7/17, 4/4/17.	Mrs. Beam and Mrs. Carreira redeliver summer Jivey training.	Lesson Plans/Observations/Walk-throughs
The teachers will differentiate during SPIRIT according to data.	K-5 Teachers	Mrs. Slattery/Ms. Segear	9/6/16, 10/4/16, 11/1/16, 12/6/16, 1/10/17, 2/7/17, 3/7/17, 4/4/17.	Data from formatives, Observation, AFL, RI, CBM Easy, EOG, K-1 differentiated reading	Lesson Plans/Formatives/Data Analysis/Observation
The teachers will analyze data from GCA's scoring and utilize professional learning provided in the writing instruction within their classroom.	3-5 Teachers	Mrs. Slattery/Ms. Segear	9/6/16, 10/4/16, 11/1/16, 12/6/16, 1/10/17, 2/7/17, 3/7/17, 4/4/17.	Data, Professional learning, Writing assesslets	Lesson Plan/Observation/Data Analysis/Student work
The teachers will monitor Lexile levels four times a year to ensure growth. (RI)	3-5 Teachers	Mrs. Slattery/Ms. Segear	9/6/16, 10/4/16, 11/1/16, 12/6/16, 1/10/17, 2/7/17, 3/7/17, 4/4/17.	RI, MyOn, AR, paired passages, novels	RI/Acclearted Reader/Myon/Data Review

Camden County Schools Action Plan 2016-2017

School/Dept: Sugarmill Elementary School

Critical Issue: The 2016 EOG Assessment revealed that 60% of students in grades 3-5 scored at the proficient and distinguished performance levels on the Math EOG.

S.M.A.R.T. Objective: To increase the percent of students in grades 3-5 scoring from 60% to 64% at the proficient and distinguished performance levels on the 2017 Math EOG.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 EOG

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
The teachers will use Math Journals/Problem of the Day/Big 4/Number Talks	K-5 Teachers	Mrs. Slattery/Ms. Segear	9/13/16, 10/11/16, 11/8/16, 12/13/16, 1/17/17, 2/14/17, 3/14/17, 4/11/17,	Math Standards Journals	Lesson Plans/Student Work/Walk-throughs/Formatives
The teachers will implement a Math Fluency Program .	K-5 Teachers	Mrs. Slattery/Ms. Segear	9/13/16, 10/11/16, 11/8/16, 12/13/16, 1/17/17, 2/14/17, 3/14/17, 4/11/17,	Computer LAB	Data Analysis/Lesson Plans/Goal Setting Chart/Technology Lesson Plans/Formatives
The teachers will incorporate Number Talks in math lessons.	K-5 Teachers	Mrs. Slattery/Ms. Segear	9/13/16, 10/11/16, 11/8/16, 12/13/16, 1/17/17, 2/14/17, 3/14/17, 4/11/17,	Math Standards Number Talks Book	Lesson Plans/Walk-throughs/MI/Modified AFL/Formatives
The teachers will differentiate during SPIRIT according to data.	K-5 Teachers	Mrs. Slattery/Ms. Segear	9/13/16, 10/11/16, 11/8/16, 12/13/16, 1/17/17, 2/14/17, 3/14/17, 4/11/17,	Data from Formatives, Observation, AFL, MI, CBM Easy, EOG	Lesson Plans/Formatives/Data Analysis/Observations

Camden County Schools Action Plan 2016-2017

School/Dept: Sugarmill Elementary School

Critical Issue: The 2016 PBIS End of the Year Data report revealed that the staff scored the Benchmark of Quality Subscales (BoQ) at 77%.

S.M.A.R.T. Objective: To increase the percent from 77% to 80% on the BoQ for the 2017 PBIS End of the Year Report.

Strategic Focus Area: 3. Supportive Learning Environments: Provide safe, orderly environments that support learning.

CCS Goal: Goal 3.1 Safe, inviting schools free of harmful behavior that support high student achievement

**Performance Indicator:
(Lagging Indicator)** 2017 PBIS BoQ

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
The teachers will use reinforcement rewards--Brag Tags/Class Dojo to reinforce and communicate positive behavior.	K-5 teachers	Mrs. Slattery/Ms. Segear	9/20/16, 10/18/16, 11/15/16, 1/24/17, 2/21/17, 3/21/17, 4/18/17, 5/16/17	Behavior System	BragTag Necklace/Dojo data/BoQ
The teachers will document PBIS in lesson plans, model expectations in the classroom, and incorporate PBIS videos into lesson plans.	K-5 teachers	Mrs. Slattery/Ms. Segear	9/20/16, 10/18/16, 11/15/16, 1/24/17, 2/21/17, 3/21/17, 4/18/17, 5/16/19	PBIS Videos	Lesson Plans/Observations/TIC
The teachers will use consistency expectations to ensure full implementation of PBIS.	K-5 teachers	Mrs. Slattery/Ms. Segear	9/20/16, 10/18/16, 11/15/16, 1/24/17, 2/21/17, 3/21/17, 4/18/17, 5/16/21	Eagle Expecations Posters/Eagle 200 Point Club	Observations/Educator Handbook BoQ/Feathers
The teachers will create parent awareness of the PBIS/Eagle expectations through APTT conferences, and Make it/Take it.	K-5 teachers	Mrs. Slattery/Ms. Segear	9/20/16, 10/18/16, 11/15/16, 1/24/17, 2/21/17, 3/21/17, 4/18/17, 5/16/22	PBIS Website/PBIS Video/Eagle Recognition Notes	PowerPoints/Feedback Forms/Survey/Newsletters/BoQ

Camden County Schools Action Plan 2016-2017

School/Dept: Woodbine Elementary School

Critical Issue: The 2016 EOY attendance report revealed that 39% of students missed more than 6 days of school.

S.M.A.R.T. Objective: To increase the percentage of students missing less than 5 days from 53% to 56% on the 2017 CCRPI performance index.

Strategic Focus Area: 3. Supportive Learning Environments: Provide safe, orderly environments that support learning.

CCS Goal: Goal 3.3 Expectations for student attendance and behavior conducive to high achievement

**Performance Indicator:
(Lagging Indicator)** 2017 CCRPI

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Develop benchmarks and checkmarks to incentivize good student attendance and improved student attendance.	Homeroom Teachers and Counselor	Principal/TLS	09/15/16	What Works Clearinghouse School Funds	20-Day Attendance Report - PowerSchool
Schedule and organize parent events such as parent orientation, parent/child involvement activities, and celebrations involving parents.	TLS/ Title I Interventionist/T eacher leaders	Principal/TLS	10/01/16	Title I Funds	Parent Involvement Plan, Parent Event Listing, Parent Orientation Agenda
Involve community partners in publicizing and recognizing good student attendance and improved student attendance.	Homeroom Teachers and Interventionist	Principal/TLS	11/01/16	NA	Brochures, Flyers, Presentation Schedule
Hold quarterly pep rallies to recognize good student attendance and improved student attendance	Counselor	Principal/TLS	10/12/16 1/11/17 3/15/17	School Funds	Pep Rally Schedule & Agenda
Help students develop heathy living and hygiene skills and provide health care items to classrooms	Homeroom/PE Teachers and School Nurse	Principal/TLS	10/12/16 1/11/17 3/15/17	Boxtop Reward Funds	Lesson Schedule & Quarterly Item Schedule
Professional Learning Communities: Lucy Calkins Units of Writing Instruction, Improving School Climate, Vertical Articulation of Mathematics Vocabulary and Manipulative Models, Using Technology to Enhance Instruction and Assessment	TLS/ Title I Interventionist/T eacher leaders	Principal	10/12/16 1/11/17 3/15/17	Title I, PL Funds	FA, AFL, Instructional surveys, Walkthrough observation

Camden County Schools Action Plan 2016-2017

School/Dept: Woodbine Elementary School

Critical Issue: An analysis of 2015 CCRPI and 2016 GMAS data revealed that approximately 62% of all students in grades 3-5 are performing below the "proficient" performance level on the ELA EOG and are experiencing low growth from year to year.

S.M.A.R.T. Objective: To increase ELA GMAS performance at the proficient learner level or above from 38% to 41%.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 GMAS ELA/ 2017 CCRPI

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Grade level flexible grouping for remediation and extension in homeroom and learning lab	Homeroom Teachers and Interventionist	Principal/TLS	CST Meetings on 1st and 3rd Wednesday	RI/MI/CST Training, Title I	RI/MI Reports, Writing Assesslet Reports & Easy CBM Reports
Additional instruction via contract services in English Language Arts based on data analysis	TLS	Principal	11/7/16 1/3/17 3/6/17	IE Funds & Title I Funds	RI/MI Reports, Writing Assesslet Reports & Easy CBM Reports
Daily common planning and professional learning for data analysis to produce shared lesson plans	Homeroom Teachers and Interventionist	Principal/TLS	10/12/16 1/11/17 3/15/17	Title I & PL Funds	Master Schedule/Teacher schedules, Lesson plans
Professional Learning Communities: Lucy Calkins Units of Writing Instruction, Improving School Climate, Vertical Articulation of Mathematics Vocabulary and Manipulative Models, Using Technology to Enhance Instruction and Assessment, Supporting Achievement of Gifted	TLS/ Title I Interventionist/Teacher leaders	Principal	11/1/16 5/1/17	Title I & PL Funds	Professional Learning Community Collaborative Planning Form

Camden County Schools Action Plan 2016-2017

School/Dept: Woodbine Elementary School

Critical Issue: An analysis of 2015 CCRPI and 2016 GMAS data revealed that approximately 47% of all students in grades 3-5 are performing below the "proficient" performance level on the Math EOG and are experiencing low growth from year to year.

S.M.A.R.T. Objective: To increase Mathematics GMAS performance at the proficient learner level or above from 53% to 56%.

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** 2017 GMAS ELA/ 2017 CCRPI

Outcome: _____

Final Report Date: 6/17/2017 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Grade level flexible grouping for remediation and extension in homeroom and learning lab.	Homeroom Teachers and Interventionist	Principal/TLS	CST Meetings on 1st and 3rd Wednesday	RI/MI/CST Training, Title I	RI/MI Reports, Writing Assesslet Reports & Easy CBM Reports
Additional instruction via contract services in mathematics based on data analysis	TLS	Principal	11/7/16 1/3/17 3/6/17	IE Funds & Title I Funds	RI/MI Reports, Writing Assesslet Reports & Easy CBM Reports
Daily common planning and professional learning for data analysis to produce shared lesson plans	Homeroom Teachers and Interventionist	Principal/TLS	10/12/16 1/11/17 3/15/17	Title I & PL Funds	Master Schedule/Teacher schedules, Lesson plans
Professional Learning Communities: Lucy Calkins Units of Writing Instruction, Improving School Climate, Vertical Articulation of Mathematics Vocabulary and Manipulative Models, Using Technology to Enhance Instruction and Assessment, Supporting Achievement of Gifted	TLS/ Title I Interventionist/Teacher leaders	Principal	11/1/16 5/1/17	Title I & PL Funds	Professional Learning Community Collaborative Planning Form