

Camden County Schools
Outcome Based Continuous Improvement Plan
2020-2021
Summary Report

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-ELA	Central Office	The FY 19 GMAS performance revealed that 38% of students in grades 3-12 are performing below the proficient performance level on the ELA EOG/EOC.	To increase the percentage of students in grades 3-12 meeting proficient or higher on the GMAS ELA EOC/EOG from 58% to 63% (ES) 57% to 60% (MS) & 73% to 76% (HS)	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	FY 21 GMAS EOG/EOC ELA	0	6/1/21	1 - Oral Report to BOE	In Progress
FA1-Math	Central Office	The FY 19 GMAS performance revealed that 46% of students in grades 6 - 8 are performing below the proficient performance level on the Math EOG.	To increase the percentage of students in grades 6 - 8 meeting proficient or higher on the GMAS Math EOG from 54% to 57%.	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	FY 21 GMAS Math EOG	0	6/1/21	1 - Oral Report to BOE	In Progress
FA1-Science	Central Office	The FY19 GMAS performance revealed that 40% of students in grade 5 are performing below the proficient performance level on the Science EOG.	To increase the percentage of students in grade 5 meeting proficient or higher on the GMAS Science EOG from 60% to 63% (ES).	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	FY 21 GMAS EOG/ Science	0	6/1/21	1 - Oral Report to BOE	In Progress
FA1-Social Studies	Central Office	The FY19 GMAS performance revealed that 42% of students in grades 6-12 are performing below the proficient performance level on the Social Studies EOG.	To increase the percentage of students in grades 6-12 meeting proficient or higher on the GMAS Social Studies EOG/EOC from 50% to 53% (MS)	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	FY 21 GMAS EOG/EOC Social Studies	0	6/1/21	1 - Oral Report to BOE	In Progress
FA2-Personnel	Central Office	Personnel Report revealed of Black certified staff there were 12 new hires for the start of the 2020-2021 school year.	Sustain the same 2020 objective of hiring 10 new Black certified staff for 2021-2022	2. Quality Teachers, Administrators, and Staff: Ensure quality personnel in all positions.	Goal 2.2 Recruit, retain and fairly compensate a diverse corps of quality teachers, administrators and staff	Personnel Report	0	6/30/22	2 - Written Report to BOE	In Progress
FA3-Student Services-6-12 GSHS	Central Office - Student Services	A review of the FY15-FY20 3-12 Georgia Student Health Survey 2.0 student responses revealed a need for greater student support with regard to social emotional related issues and general well-being.	To increase the percentage of student exposure to social emotional and general well-being interventions to 100%.	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.4 Develop relationships with every student to motivate, inspire and challenge them to succeed	2021 GA Student Health Survey 2.0	0	6/7/21	1 - Oral Report to BOE	In Progress
FA4-Finance-Staffing	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
FA4-Finance-Star Rating	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
FA4-School Nutrition Program	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
FA4-Technology	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
FA4-Transportation	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
FA5-Parent Engagement	Central Office	A review of FY20 GA Parent Survey responses revealed a lower than expected percentage of parents who felt strongly that interpersonal relations were positive.	To increase the percent of parents responding positively to questions related to interpersonal relations on the 2021 Georgia Parent Survey from 84% to 87%	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	2021 Georgia Parent Survey	0	6/1/21	1 - Oral Report to BOE	In Progress

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CCHS-Math	Camden County High School	The 2019 EOC data revealed that 55% of students scored at the proficient or distinguished learner level as indicated on the Coordinate Algebra EOC.	To increase the percentage of learners performing at proficient or distinguished learner levels on the Coordinate Algebra EOC by 3% from 55% to 58%	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	FY21 Coordinate Algebra EOC Data	0	6/3/21	1 - Oral Report to BOE	Pending Assessment Results
CCHS-Social Studies	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
CCHS-Suicide Prevention	Camden County High School	The 2019-2020 school year revealed that 3% of the CCHS students received social/emotional support.	To better identify students with social/emotional needs.	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	The number of students receiving social/emotional support at Camden County High School	0	6/3/21	1 - Oral Report to BOE	In Progress
CMS-ELA	Camden Middle School	The 2019 Georgia Milestones Assessment System data revealed that 51% of all students in grades 6-8 performed at or above the proficient performance level on the English Language Arts assessment.	Increase the percentage of 6-8 grade students performing at or above the proficient level in ELA on the 2021 assessment from 51% to 54%.	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	2021 GMAS	0	1/0/00	0	In Progress
CMS-Math	Camden Middle School	The 2019 Georgia Milestones Assessment System data revealed that 48% of all students in grades 6-8 performed at or above the proficient performance level on the Math assessment.	Increase the percentage of 6-8 grade students performing at or above the proficient level in math on the 2021 assessment from 48% in 2019 to 51%.	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	2021 GMAS	0	1/0/00	0	In Progress
CMS-Social Studies	Camden Middle School	The 2019 Georgia Milestones Assessment System data revealed that 43% of students performed at or above the proficient performance level on the Social Studies assessment.	Increase the percentage of students performing at or above the proficient level in social studies on the 2021 assessment from 43% to 46%.	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	2021 GMAS	0	1/0/00	0	In Progress
CRES-ELA	Crooked River Elementary School	The 2019 GMAS EOG revealed that 57.14% of 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 on the 2021 ELA GMAS EOG from 57.14% to 60.14%	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	2021 ELA GMAS EOG	0	5/27/21	1 - Oral Report to BOE	0
CRES-Math	Crooked River Elementary School	The 2019 GMAS EOG revealed that 62.33% of 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 on the 2021 Math GMAS EOG from 62.33% to 65.33%	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	MATH GMAS EOG	0	5/27/21	1 - Oral Report to BOE	0
CRES-Social Studies	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
DLRES-ELA	David L. Rainer Elementary School	The 2019 GMAS data revealed that 64% of all students in grades 3-5 are scoring at the proficient and distinguished performance levels on the ELA EOG.	Increase the percentage of students scoring at the proficient and distinguished performance levels in ELA on the 2021 EOG from 64% to 67%	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	2021 GMAS EOG ELA	0	1/0/00	0	0
DLRES-Math	David L. Rainer Elementary School	The 2019 GMAS data revealed that 62% of all students in grades 3-5 are performing at the proficient and distinguished performance levels on the Math EOG.	Increase the percentage of students scoring at the proficient and distinguished levels in math on the 2021 EOG from 62% to 65%.	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	2021 GMAS Math	0	1/0/00	0	0
DLRES-Social Studies	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
KES-ELA	Kingsland Elementary School	The 2019 EOG data revealed that 62% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels in Language Arts.	Increase the percentage of students scoring at the proficient and distinguished learner level by 3% of 62% (63.86%) or meet the CCRPI target on the 2021 EOG 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	2021 GMAS ELA EOG	0	6/1/21	1 - Oral Report to BOE	In Progress

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KES-Math	Kingsland Elementary School	The 2019 EOG data revealed that 70% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels on the Math EOG.	Increase the percentage of students performing at the proficient and distinguished learner levels by 3% of 70% (72.1%) or meet the CCRPI target on the 2021 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	2021 GMAS Math EOG	#REF!	#REF!	1 - Oral Report to BOE	In Progress
KES-Social Studies	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	0	6/1/21	#REF!	#REF!
KES-Science	Kingsland Elementary School	The 2019 EOG data revealed that 60% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels in Science.	Increase the percentage of students scoring at the proficient and distinguished learner level from 60% to 63% or meet CCRPI target on the 2021 Science 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	2021 GMAS Science EOG	0	6/1/21	1 - Oral Report to BOE	In Progress
MLGES-ELA	Mamie Lou Gross Elementary School	The 2019 GMAS revealed 49% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the ELA EOG.	To increase the percentage of students in grades 3 - 5 performing at the proficient and distinguished performance levels in ELA on the 2020 EOG from 49% to 52%.	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	2021 GMAS EOG ELA	0	June 4,2021	1 - Oral Report to BOE	In Progress
MLGES-Math	Mamie Lou Gross Elementary School	The 2019 GMAS revealed 49% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the ELA EOG.	To increase the percentage of students in grades 3 - 5 performing at the proficient and distinguished performance levels in ELA on the 2020 EOG from 49% to 52%.	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	2021 GMAS EOG ELA	0	June 4,2021	1 - Oral Report to BOE	In Progress
MLGES-Social Studies	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
MLCES-ELA	Mary Lee Clark Elementary School	The 2019 EOG data revealed 59.7% of all students in grades 3-5 performed at or above the "proficient" performance level on the ELA EOG.	Increase the percentage of students performing at or above the "proficient" level in ELA on the 2021 EOG from 60% to 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	2021 ELA EOG	0	5/31/21	1 - Oral Report to BOE	In Progress
MLCES-Math	Mary Lee Clark Elementary School	The 2019 EOG data revealed 72% of all students in grades 3-5 performed at or above the "proficient performance level" on the Math EOG.	Increase the percentage of students performing at or above the "proficient" level in Math on the 2021 EOG from 72% to 75%.	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	2021 Math EOG	0	5/31/21	1 - Oral Report to BOE	In Progress
MLCES-PBIS	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
MHES-ELA	Matilda Harris Elementary School	The 2019 GMAS data revealed that 57% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the ELA EOG.	Increase the % of students performing in the proficient and distinguished performance levels from 57% to 60% on the 2021 ELA 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	2021 ELA GMAS EOG	0	6/1/21	1 - Oral Report to BOE	In Progress
MHES-Math	Matilda Harris Elementary School	The 2019 GMAS data revealed 63% of all students in grades 3-5 performed at the proficient and distinguished performance level on the Math EOG.	Increase the % of students performing in the proficient and distinguished levels from 63% to 66% on the 2021 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	2021 Math GMAS EOG	0	6/1/21	1 - Oral Report to BOE	In Progress
MHES-Social Studies	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
SMES-ELA	St. Marys Elementary School	A review of the FY19 GMAS ELA performance in grades 3-5 revealed that 25% of students were performing at the Level 2 Developing proficiency level.	To increase the percentage of students in grades 3-5 scoring proficient or distinguished on the GMAS ELA EOG from 59% to 62%.	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	FY21 GMAS EOG ELA	0	6/1/21	1 - Oral Report to BOE	In Progress

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SMES-Math	St. Marys Elementary School	A review of the FY19 GMAS MATH performance in grades 3-5 revealed that 34% of students were performing at the Level 2 Developing proficiency level.	To increase the percentage of students in grades 3-5 scoring proficient or distinguished on the GMAS MATH EOG from 60% to 63%.	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	FY21 GMAS EOG Math	0	6/1/21	1 - Oral Report to BOE	In Progress
SMES-Social Studies	St. Marys Elementary School	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
SMMS-ELA	St. Marys Middle School	An analysis of the 2019 Georgia Milestones Assessment System data revealed that 64% of FAY students are performing at the proficient or distinguished performance levels on the ELA assessments.	To increase the ELA GMAS performance at the proficient or distinguished levels from 64% to 67% for FAY students	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	2021 GMAS ELA EOG	0	1/0/00	1 - Oral Report to BOE	In Progress
SMMS-ELA-SPED	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
SMMS-Math	St. Marys Middle School	An analysis of the 2019 Georgia Milestones Assessment System data revealed that approximately 58% of all students are performing at the "proficient" or "distinguished" performance levels on the math assessments.	To increase the math GMAS performance levels at the "proficient" or "distinguished" levels from 58% to 61% for FAY students	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	2021 GMAS math EOG	0	1/0/00	1 - Oral Report to BOE	In Progress
SMMS-Math-SPED	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
SES-ELA	Sugarmill Elementary School	The 2019 GMAS data revealed 65% of all students in grades 3-5 performed at "proficient" or "distinguished" performance levels on the ELA EOG.	To increase the percentage of students performing in the "proficient" or "distinguished" performance levels in ELA on the 2021 EOG from 65% to 68%.	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	2021 GMAS EOG ELA	0	6/1/21	1 - Oral Report to BOE	In Progress
SES-Math	Sugarmill Elementary School	The 2019 GMAS data revealed that 72% of students in grades 3-5 performed at "proficient" or "distinguished" performance levels on the Math EOG.	To increase the percentage of students performing in the "proficient" or "distinguished" performance levels in Math on the 2021 EOG from 72% to 75%.	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	2021 GMAS EOG Math	0	6/1/21	1 - Oral Report to BOE	In Progress
SES-Writing	Sugarmill Elementary School	The 2019 GMAS data revealed 35% of all students in grades 3-5 performed at 3 or 4 on the writing scoring scales on the ELA EOG.	To increase the percentage of students performing on the writing scoring scales to 3 and 4 in ELA on the 2021 EOG from 35% to 38%.	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	2021 GMAS EOG Writing	0	6/1/21	1 - Oral Report to BOE	In Progress
WES-ELA	Woodbine Elementary School	The 2019 GMAS data revealed 43% of all students in grades 3-5 performed below the "proficient" performance level on the ELA EOG.	Increase the % of students performing at or above the "proficient" performance level from 57% to 60% on the 2021 GMAS EOG in 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	2021 GMAS EOG ELA	0	6/1/21	1 - Oral Report to BOE	In Progress
WES-Math	Woodbine Elementary School	The 2019 GMAS data revealed 34% of all students in grades 3-5 performed below the "proficient" performance level on the math EOG.	Increase the % of students performing at or above the "proficient" performance level from 62% to 65% on the 2021 GMAS EOG in 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	2021 GMAS EOG Math	0	6/1/21	1 - Oral Report to BOE	In Progress
WES-Social Studies	Woodbine Elementary School	The 2019 GMAS EOG data revealed 66% of all 5th grade students performed below the "proficient" performance level on the social studies EOG.	Increase the % of students performing at or above the "proficient" performance level from 44% to 47% on the 2021 GMAS EOG in SS.	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	2021 GMAS EOG SS	0	6/1/21	1 - Oral Report to BOE	In Progress

Camden County Schools Action Plan 2020-2021

School/Dept: Central Office

Critical Issue: The FY 19 GMAS performance revealed that 38% of students in grades 3-12 are performing below the proficient performance level on the ELA EOG/EOC.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3-12 meeting proficient or higher on the GMAS ELA EOC/EOG from 58% to 63% (ES) 57% to 60% (MS) & 73% to 76% (HS)

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)** FY 21 GMAS EOG/EOC ELA

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
ELA teachers in grades 1-5 will administer common assessments based upon the pacing to identify the needs of all students and apply interventions based on the level of student performance.	T. Tucker	Focus Area 1	Dec. 19 & Mar. 5	Title I; Instructional Ext. Funds (IE)	55 & 60% of students scoring 70% or higher on CA's to demonstrate mastery
Teachers will create differentiated lessons to improve Lexile performance in grades 1-5 and monitor Lexile growth goals to improve EOG Lexile performance	T. Tucker	Focus Area 1	Dec. 4 & Mar. 19	Title I; IE	40, 50, & 68% of students meeting EOY targets
Teachers will administer Write Score writing tools in grades 3-5 to analyze data related to Trait 1 for Informational writing and the 4 point scale for Reading Narrative writing. Feedback through conferencing and small group instruction will focus on areas of strengths/deficits in writing.	T. Tucker	Focus Area 1	Nov. 13 & Feb. 4	Title I; WriteScore	35% of students scoring 3 or 4 on Reading Narrative & 50% of students scoring 3 or 4 on Trait 1 Informational
ELA teachers in grades 6 - 12 will administer mastery assessments based upon the pacing to identify the needs of all students and apply research based interventions based on individual student performance	J. Martin	Focus Area 1	Dec 16 & Mar 26	LFS, SREB, IE, Title I	Students will increase the average score on the MA by 3% from FY19 to FY21
ELA teachers in grades 6 - 8 will apply researched based practices to increasing Lexile performance and monitor individual growth goals.	J. Martin	Focus Area 1	Dec. 16, Feb. 27	Reading Inventory, Read Theory, LFS, SREB, IE, Title I	By mid-year 40% of students will meet Lexile target. By beginning of 4th quarter 60% will meet EOY targets.
Implement the LFS Course 3 Catching Kids Up strategies in SPED classes and monitor the impact on Lexile performance.	V. Melton	Focus Area 1	Dec. 16, Feb. 27	IDEA	Increase the % of students meeting EOY Lexile - 40% 1st SEM MAP, 60% 2nd SEM MAP, 70% EOG
Implement the Reading Eggs/Reading ESL SMART in ESOL classes to support language acquisition/vocabulary and monitor the impact on Lexile performance.	D. Cato	Focus Area 1	Nov. 28, Jan 23, Mar 26	Title I	By mid-year 100% of the EL students will meet Lexile targets of baseline plus 20L per administration.

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School/Dept: Central Office

Critical Issue: The FY 19 GMAS performance revealed that 46% of students in grades 6 - 8 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 6 - 8 meeting proficient or higher on the GMAS Math EOG from 54% to 57%.

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)** FY 21 GMAS Math EOG

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Math teachers in grades 6 - 8 will administer mastery assessments based upon the pacing to identify the needs of all students, collaboratively plan systemwide, and apply research based interventions based on individual student performance.	J. Martin	Focus Area I	Nov. 18, Feb. 24, Apr 21	Title I, Instructional Ex. Funds (IE)	Students will increase the average score on the MA by 3% from FY19 to FY21

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School/Dept: Central Office

Critical Issue: The FY19 GMAS performance revealed that 42% of students in grades 6-12 are performing below the proficient performance level on the Social Studies EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grades 6-12 meeting proficient or higher on the GMAS Social Studies EOG/EOC from 50% to 53% (MS)

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)** FY 21 GMAS EOG/EOC Social Studies

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
SS teachers in grades 6 - 8 will administer mastery assessments based upon the pacing to identify the needs of all students and apply research based interventions based on the level of student performance.	J. Martin	Focus Area I	Dec 15; Mar 23	LFS, Title I, IE, Read Theory, NewsELA	Students will increase the average score on the MA by 3% from FY19 to FY21

Camden County Schools Action Plan 2020-2021

School/Dept: Central Office

Critical Issue: The FY19 GMAS performance revealed that 40% of students in grade 5 are performing below the proficient performance level on the Science EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grade 5 meeting proficient or higher on the GMAS Science EOG from 60% to 63% (ES).

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)** FY 21 GMAS EOG/ Science

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
SC teachers in grade 5 will administer formative/common assessments based upon the pacing to identify the needs of all students and apply interventions based on the level of student performance.	T. Tucker	Focus Area I	Dec. 19 & Mar. 5	Title I ; Instructional Ext.(IE)	50% (Semester 1) & 61% (Semester 2) of students scoring 70% or higher on CA's to demonstrate mastery
Visual Arts teachers in grades 3-5 will support science content/vocabulary by integrating content and art-based activities per pacing plan.	T. Tucker	Focus Area I	Dec. 19 & Mar. 5	Title I, Title IV	50% (Semester 1) & 61% (Semester 2) of students scoring 70% or higher on CA's to demonstrate mastery

Camden County Schools Action Plan 2020-2021

School/Dept: Central Office

Critical Issue: Personnel Report revealed of Black certified staff there were 12 new hires for the start of the 2020-2021 school year.

S.M.A.R.T. Objective: Sustain the same 2020 objective of hiring 10 new Black certified staff for 2021-2022

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

CCS Goal: Goal 2.2 Recruit, retain and fairly compensate a diverse corps of quality teachers, administrators and staff

**Performance Indicator:
(Lagging Indicator)** Personnel Report

Outcome: _____

Final Report Date: 6/30/2022 2 - Written Report to BOE In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Recruit candidates locally	CCS Administrators	Focus Group	8/30, 12/11 & 4/16/21	Paraprofessionals, Local Professionals, Contact Sheet	The number of local recruit hired
Recruit at colleges across the state including historically Black colleges and universities	CCS Administrators	Focus Group	8/30, 12/11 & 4/16/21	Recruiting Documentation	The number of contacts for qualified candidates
Contact principals for feedback regarding minority candidate interviews	Denise Cato	Focus Group	8/30, 12/11 & 4/16/21	Feedback Forms	The number of interview opportunities for high performing candidates
Contract with African American education students at local colleges and CCHS TAP Program to tutor students in the elementary schools	Denise Cato	Focus Group	8/30, 12/11 & 4/16/21	University Timeline for Placing Students	Increase the number of student placement opportunities in Camden County Schools

Camden County Schools Action Plan 2020-2021

School/Dept: Central Office - Student Services

Critical Issue: A review of the FY15-FY20 3-12 Georgia Student Health Survey 2.0 student responses revealed a need for greater student support with regard to social-emotional related issues and general well-being.

S.M.A.R.T. Objective: To increase the percentage of student exposure to social emotional and general well-being interventions to 100%.

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

CCS Goal: Goal 3.4 Develop relationships with every student to motivate, inspire and challenge them to succeed

**Performance Indicator:
(Lagging Indicator)** 2021 GA Student Health Survey 2.0

Outcome: _____

Final Report Date: 6/7/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Provide Sources of Strength training to designated 6-12 personnel and students and monitor the implementation of the training strategies.	Dr. Bianca Booker	Focus Area III	8/27, 11/26, 1/28, 3/25	Sources of Strength; CCAR Grant	100% of the monthly minutes submitted
Continue to implement a plan to address social emotional topics during 9-12 advisement utilizing MFLC support.	HS Director of Counseling Serv.	Focus Area III	8/27, 11/26, 1/28, 3/25	MFLC	100% of the FY21 MFLC Advisement Activities Completed
Continue to implement the Securely web-filtering to monitor for signs of bullying, self-harm, and threats.	Student Services Director	Focus Area III	8/27, 11/26, 1/28, 3/25	Securely Data Reports	Reduce the number of incidents reported by 10% from the baseline.
Continue to implement the Help A Child Smile and monitor participating student attendance.	Health Services Coordinator	Focus Area III	8/27, 11/26, 1/28, 3/25	Mobile Services	Reduce absences for participants by 10% from the baseline.

Camden County Schools Action Plan 2020-2021

School/Dept: Central Office - Maintenance/Operations

Critical Issue: In FY19, the CCS maintenance department completed 66% of the Schooldude maintenance requests in 7 days or less.

S.M.A.R.T. Objective: Increase the percentage of Schooldude workorders completed in 7 days or less from 66% to 71%.

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)** Schooldude KPI Dashboard

Outcome: _____

Final Report Date: 6/1/2020 **Report Format:** 2 - Written Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Run bi-weekly reports to prioritize workorders that are gretaer than or equal to 3 days old.	Sloan	Blackerby	9/28, 10/26, 12/7		10/26 - KPI Report = 68%; 12/7 - KPI Report = 69%
Create scheduled tasks in Maintenance Direct for requests that can not be completed within 7 days (ie. major projects)	Sloan	Blackerby	9/28, 10/26, 12/7		10/26 - KPI Report = 68%; 12/7 - KPI Report = 69%
Post weekly list of outstanding workorders assigned to technicians.	Blackerby	Sloan	9/28, 10/26, 12/7		10/26 - KPI Report = 68%; 12/7 - KPI Report = 69%

Camden County Schools Action Plan 2020-2021

School/Dept: Central Office - Maintenance/Operations

Critical Issue: In FY19, 18% of candidates that entered the CCS Driver Training Program became eligible CCS bus drivers.

S.M.A.R.T. Objective: Increase the percentage of candidates that become eligible CCS bus drivers from 18% to 50%.

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 candidates that become eligible CCS bus drivers in FY20 and FY21

Outcome: _____

Final Report Date: _____ **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 of a shared tracking sheet for candidate training component completion.	Dwayne Dimsdale	Mike Blackerby	10/15,11/22,2/28,9/30, 12/9	Shared Tracking Sheet	Number of drivers at each stage of training.
Phone calls to candidates for weekly check in/update.	Tawana Webb	Dwayne Dimsale	10/15,11/22,2/28,9/30, 12/9	Shared Tracking Sheet/Course Rosters/Certificate	Phone Log/100% of weekly calls made
Assign and check study guide for written test.	Tawana Webb	Dwayne Dimsale	10/15,11/22,2/28,9/30, 12/9	Shared Tracking Sheet/Copy of Driving Permit Filed	Study Guide Assignment/Completion Log
Candidate scheduling for, and completion of, the GA DDS CDL Bus Driving Road Test within 8 weeks of the receipt of the approved background check.	Tawana Webb	Dwayne Dimsale	10/15,11/22,2/28,9/30, 12/9	Shared Tracking Sheet/Copy of CDL License Filed	DDS Portal/% of candidates completed within 8 weeks.

Camden County Schools Action Plan 2020-2021

School/Dept: Central Office

Critical Issue: A review of FY20 GA Parent Survey responses revealed a lower than expected percentage of parents who felt strongly that interpersonal relations were positive.

S.M.A.R.T. Objective: To increase the percent of parents responding positively to questions related to interpersonal relations on the 2021 Georgia Parent Survey from 84% to 87%

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)** 2021 Georgia Parent Survey

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Professional Development will be provided to staff to develop an understanding of involving, receiving input from and informing parents of their child’s school life to increase student achievement on academic standards. (Building Parent Capacity)	D. Cato	FA-V	12/18/20 & 4/30/21	Parent and Family Engagement Partnership TRNG	An increase in favorable survey responses after Parent Night Meetings (Dates vary by school and grade span)
School personnel will establish and maintain collaborative relationships with families to support children’s healthy development by participating in professional learning designed to teach best practices for communicating with parents. (Building Staff Capacity)	Principals	Director of Federal Programs	10/20, 2/21, 4/21	Building Staff Capacity Professional Learning Modules	20% increase each quarter in Parent-Teacher Mtg participation
Good News Ambassadors will inform families of school level, activities, stories and pictures to promote positive events in schools.	Comm. Specialist	FA V	9/11/20, 12/17/20, 4/30/21	School and System Websites	One monthly news story submittal from each school.

Camden County Schools Action Plan 2020-2021

School/Dept: Camden County High School

Critical Issue: The 2019 EOC data revealed that 55% of students scored at the proficient or distinguished learner level as indicated on the Coordinate Algebra EOC.

S.M.A.R.T. Objective: To increase the percentage of learners performing at proficient or distinguished learner levels on the Coordinate Algebra EOC by 3% from 55% to 58%

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)** FY21 Coordinate Algebra EOC Data

Outcome: _____

Final Report Date: 6/3/2021 **Report Format:** 1 - Oral Report to BOE **Status:** Pending Assessment Results

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Remediate learning in small groups during the school day as well as providing opportunities outside of the school day to address deficiencies.	Melanie Sutton	Keith Cloud Cynthia Brantley	09/21, 11/20, 01/12, 03/18	Contracted Service Tutors and 1/2 time teachers /Title One Funds/IE/SPED	Students will increase average score on formative assessments by 3% from FY20 to FY21
Use FEV tutoring program for individual at-home tutoring to close skill gaps.	Math Teachers	Keith Cloud Cynthia Brantley	09/21, 11/20, 01/12, 03/18	FEV Program/Title One Funds	Students will increase average score on formative assessments by 3% from FY20 to FY21
Administer frequent, standards based formative assessments to monitor student progress and offer outside classtime remediation to address individual student deficits.	Math Teachers	Keith Cloud Cynthia Brantley	09/21, 11/20, 01/12, 03/18	Benchmark/ PM Assessment/Edgenuity/ Math Teacher	Students will increase average score on formative assessments by 3% from FY20 to FY21

Camden County Schools Action Plan 2020-2021

School/Dept: Camden County High School

Critical Issue: The 2019 EOC data revealed that 69% of students scored at the proficient or distinguished learner level as indicated on the American Literature EOC.

S.M.A.R.T. Objective: To increase the percentage of learners performing at proficient and distinguished learner levels on the American Literature EOC by 3% from 69% to 72%

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)** FY 21 American Literature EOC data

Outcome: _____

Final Report Date: 6/3/2021 **Report Format:** 1 - Oral Report to BOE **Status:** Pending Assessment Results

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Remediate learning in small groups during the school day as well as providing opportunities outside of the school day to address deficiencies.	Rika Dow Melanie Sutton	Christy Roberts	09/21, 11/20, 01/12, 03/18	Contracted Tutoring/ Title One Funds/IE/SPED	Students will increase average score on formative assessments by 3% from FY20 to FY21
Administer frequent, standards based formative assessments to monitor student progress and offer outside of classtime remediation to address individual student deficits.	ELA Teachers	Christy Roberts Rika Dow	09/21, 11/20, 01/12, 03/18	Benchmark/ PM Assessment/ Edgenuity ELA Teacher	Students will increase average score on formative assessments by 3% from FY20 to FY21

Camden County Schools Action Plan 2020-2021

School/Dept: Camden County High School

Critical Issue: The 2019-2020 school year revealed that 3% of the CCHS students received social/emotional support.

S.M.A.R.T. Objective: To better identify students with social/emotional needs.

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)** The number of students receiving social/emotional support at Camden County High School

Outcome: _____

Final Report Date: 6/3/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
New faculty will attend a mandatory social emotional awareness training	Dana Linzy	Valerie Brumbelow	10/13/20	New Faculty Orientation Sign-In Sheet	100% of New Faculty trained
Continue to implement Sources of Strength lessons through advisement to bring awareness to Social/Emotional Health and positive concepts of the SADD Club	Tara Carter Mandy Scott	Valerie Brumbelow	10/8/20 11/11/20 12/18/20	Advisory Calendar, Advisory PS Attendance	Increase SADD membership by 30%
Assign a Guidance Counselor to respond to the mental health needs of students and collaborate with local mental health providers	DanaLinzy	Valerie Brumbelow	12/18/20 5/14/21	Community Health Resources Camden Suicide Coalition	100% students connected to school and/or community resources for additional assistance through referrals to treat mental health issues (suicidal ideations, violence, abuse, and depression)
Monitor SECURLY alerts closely in order to identify critical social emotional students	Dana Linzy Valerie Brumbelow	James Phillips	12/18/20 5/14/21	SECURLY Software	A decrease in the number of critical alerts by 10%

Camden County Schools Action Plan 2020-2021

School/Dept: Camden Middle School

Critical Issue: The 2019 Georgia Milestones Assessment System data revealed that 51% of all students in grades 6-8 performed at or above the proficient performance level on the English Language Arts assessment.

S.M.A.R.T. Objective: Increase the percentage of 6-8 grade students performing at or above the proficient level in ELA on the 2021 assessment from 51% to 54%.

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)** 2021 GMAS

Outcome: _____

Final Report Date: _____ **Report Format:** _____ **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Language arts teachers and contracted service tutors for grades 6-8 will remediate all students based on the level of student performance in small groups weekly. (Hattie: Direct Instruction - effect size 0.82, Remediation/feedback - effect size 0.65)	Halstead	Heron/Brimhall	1/11/2021 3/12/2021	SBB, Title I, Title V, IE, RI	Students will increase the average score on mastery assessments by 3% from FY20(19) to FY21. 80% of students increasing Lexile goals by 70 points (35 point mid-year)
Teachers will administer, analyze and provide feedback to students on writing narrative, argumentative and informational pieces as using LDC practices. (Hattie: Feedback - effect size 1.13)	Halstead	Heron/Brimhall	10/30/20 2/19/21 4/23/21	Title I, Write Score	75% of all students will perform at the proficient level on Write Score assessments.
Create rigorous assignments using the backward design model provided from LFS. (Hattie: Challenge of Goals - effect size 0.52, Quality Instruction - effect size 1.00, Classroom environment - effect size 0.56)	Halstead	Heron/Brimhall	10/30/20 2/19/21 4/23/21	Brimhall, Coley	proficient level on Write Score assessments. <input type="checkbox"/> <input type="checkbox"/>

Camden County Schools Action Plan 2020-2021

School/Dept: Camden Middle School

Critical Issue: The 2019 Georgia Milestones Assessment System data revealed that 48% of all students in grades 6-8 performed at or above the proficient performance level on the Math assessment.

S.M.A.R.T. Objective: Increase the percentage of 6-8 grade students performing at or above the proficient level in math on the 2021 assessment from 48% in 2019 to 51%.

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) 2021 GMAS

Outcome: _____

Final Report Date: _____ **Report Format:** _____ **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Math and contracted serviced teachers in grade 6-8 will remediate at-risk students based on level of student performance in small groups, weekly. (Direct Instruction - effect size 0.82, Remediation/feedback - effect size 0.65)	Halstead	Heron/Brimhall	10/30/20 1/11/21 3/26/21	SBB, Title I, Title V, IE	Students will increase the average score on mastery assessments by 3% from FY20(19) to FY21.
Teachers will implement FALs and LFS strategies. (Challenge of Goals - effect size 0.52, Quality Instruction - effect size 1.00, Classroom environment - effect size 0.56)	Halstead	Heron/Brimhall	10/30/20 1/11/21 3/26/21	Brimhall, Coley	Students will increase the average score on mastery assessments by 3% from FY20(19) to FY21.

Camden County Schools Action Plan 2020-2021

School/Dept: Camden Middle School

Critical Issue: The 2019 Georgia Milestones Assessment System data revealed that 43% of students performed at or above the proficient performance level on the Social Studies assessment.

S.M.A.R.T. Objective: Increase the percentage of students performing at or above the proficient level in social studies on the 2021 assessment from 43% to 46%.

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)** 2021 GMAS

Outcome: _____

Final Report Date: _____ **Report Format:** _____ **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
SS teachers in grade 6-8 will remediate at-risk students based on level of student performance in small groups, weekly. (Direct Instruction - effect size 0.82, Remediation/feedback - effect size 0.65)	Coley	Heron	10/30/20 1/11/21 3/26/21	SBB, Title I, Title V,IE	Students will increase the average score on mastery assessments by 3% from FY20(19) to FY21.
Teachers will incorporate LFS strategies into lessons and assessments as provided during LFS training and microPD sessions. (Challenge of Goals - effect size 0.52, Quality Instruction - effect size 1.00, Classroom environment - effect size 0.56)	Coley	Heron	10/30/20 1/11/21 3/26/21	Title I, Brimhall, Coley LFS	Students will increase the average score on mastery assessments by 3% from FY20(19) to FY21.

Camden County Schools Action Plan 2020-2021

School/Dept: Crooked River Elementary School

Critical Issue: The 2019 GMAS EOG revealed that 57.14% of 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 on the 2021 ELA GMAS EOG from 57.14% to 60.14%

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)** 2021 ELA GMAS EOG

Outcome: _____

Final Report Date: 5/27/2021 **Report Format:** 1 - Oral Report to BOE **Status:** _____

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
1. ELA teachers in grades 3-5 will incorporate conferences and goal setting to improve Lexiles.	3rd-J. C., K. T., 4th-T. S., J.S, 5th-S. H., C. R. SPED R.H., M. S.	PLC, TLS, Leadership Team	9/15, 12/1, 3/16	MAP, Title I	75% of students meeting or exceeding the CCRPI Lexile target (3rd-4th Nov. 60%, Mar 75%; 5th Nov. 60%, Mar. 80%)
2. ELA teachers in grades 3-5 will incorporate writing conferences and goal setting to improve student writing of trait 1 in all genres.	3rd-J. C., K. T., 4th-T. S., J.S, 5th-S. H., C. R. SPED R.H., M. S.	PLC, TLS, Leadership Team	11/17, 2/16	Write Score resources, assessment, Title I, PL-ALDs	75% of students receiving a level 3 or 4 on all genres for Trait 1. (Oct. 50%, Jan. 60%, Feb. 75%)
3. ELA teachers in grades 3-5 will analyze common assessment data to adjust instruction, create flexible strategy groups at least once each quarter, and measure content mastery.	3rd-J. C., K. T., 4th-T. S., J.S, 5th-S. H., C. R. SPED R.H., M. S.	PLC, TLS, Leadership Team	10/20, 3/16	T1 Contract teachers, T1 PL-data subs Common, MAP, PA DOK 3/4	75% of students scoring 80% or more on each common assessment.
4. ELA teachers in grades 3-5 will incorporate Achievement Level Descriptors and LFS Increasing Rigor strategies to improve content mastery of DOK 3 & 4 as evidenced on Common Assessments	3rd-J. C., K. T., 4th-T. S., J.S, 5th-S. H., C. R. SPED R.H., M. S.	PLC, TLS, Principal	10/20, 12/15, 3/16	PL-ALDs, LFS,- subs, Title I, Lesson Plans, TKES, Monitor PA DOK 3/4	75% of students scoring 80% or more on each common assessment.

Camden County Schools Action Plan 2020-2021

School/Dept: Crooked River Elementary School

Critical Issue: The 2019 GMAS EOG revealed that 62.33% of 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 on the 2021 Math GMAS EOG from 62.33% to 65.33%

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)** MATH GMAS EOG

Outcome: _____

Final Report Date: 5/27/2021 **Report Format:** 1 - Oral Report to BOE **Status:** _____

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
1. Math teachers in grades 3-5 will incorporate conferences for specific feedback and goal setting to improve math conceptual knowledge.	3rd-J. K., K. W. 4th-S. S., 5th-L. S. C. D. SPED R. H. M. S.	Principal, Leadership Team	9/15, 12/1, 3/16	MAP, Van de Walle, GADOE, Title I	75% of students meeting or exceeding the gradelevel Math RIT target. (Nov. 60%, Mar. 75%)
2. Math teachers in grades 3-5 will incorporate Achievement Level Descriptors and LFS Increasing Rigor strategies to improve content mastery.	3rd-J. K., K. W. 4th-S. S., 5th-L. S. C. D. SPED R. H. M. S.	Principal, Leadership Team	9/15, 12/1, 3/16	LFS Strategies, MAP, ALD, Title I, Common Assess. PA DOK 3/4	75% of students scoring 80% or more on each common assessment.
3. Math teachers in grades 3-5 will analyze common assessment data to adjust instruction, create flexible strategy groups by unit, and measure content mastery.	3rd-J. K., K. W. 4th-S. S., 5th-L. S. C. D. SPED R. H. M. S.	Principal, Leadership Team	12/15, 4/6	T1 Contract teachers, T1 PL subs, LFS	75% of students scoring 80% or more on each common assessments.

Camden County Schools Action Plan 2020-2021

School/Dept: Crooked River Elementary School

Critical Issue: The 2019 GMAS EOG revealed that 53% of students in grade 5 scored at the proficient and/or distinguished levels in Science.

S.M.A.R.T. Objective: To increase the percent of students scoring at the proficient and distinguished learner levels on the 2021 Science GMAS EOG 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)** Science GMAS EOG

Outcome: _____

Final Report Date: 5/27/2021 **Report Format:** 1 - Oral Report to BOE **Status:** _____

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
1. Fifth grade teachers will participate in professional development concerning the Achievement Level Descriptors and professional learning opportunities with district colleagues to develop rigorous instruction and assessment.	5th gr. Teachers: L.S., C.D.	TLS	9/15, 12/8, 3/23	T1, PL	80% of students scoring 75% or more on common assessments. (Nov. 50%, March 75%)
2. Fifth grade teachers will review data from formative and summative assessments to adjust instruction, create flexible strategy groups every unit, and measure content mastery for strategy groups.	5th gr. Teachers: L.S., C.D.	TLS	9/15, 12/8, 3/23	T1 Contract teachers, Common Assessments	80% of students scoring 75% or more on common assessments. (Nov. 50%, March 75%)
3. Fifth grade teachers will incorporate conferences and goal setting to improve Lexiles in non-fiction text.	3rd-J. K, K. W, T.J., 4th-T. S., J.S, M.S., 5th-L. S. C. D.	PLC, TLS, Leadership Team	9/15, 12/8, 3/23	MAP, Title I	75% of students meeting or exceeding the CCRPI Lexile target (Nov. 60%, March 75%)

Camden County Schools Action Plan 2020-2021

School/Dept: David L. Rainer Elementary School

Critical Issue: The 2019 GMAS data revealed that 64% of all students in grades 3-5 are scoring at the proficient and distinguished performance levels on the ELA EOG.

S.M.A.R.T. Objective: Increase the percentage of students scoring at the proficient and distinguished performance levels in ELA on the 2021 EOG from 64% to 67%

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)** 2021 GMAS EOG ELA

Outcome: _____

Final Report Date: _____

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will have monthly Lexile goal setting conferences with students to select appropriate materials and differentiate standards that both meet and challenge students for growth.	K-5 ELA Teachers	Thomas	11-17, 2-16, 3-10	Title I ; Professional Learning	80% of students meeting monthly individual targets of 25%, 50% and 75%.
Contract service tutors will daily remediate lowest performing standards in reading with students that are performing below grade level in order to move students to proficiency and above performance levels.	3-5 ELA Teachers	Milstead	11-17, 12-2, 2-16, 3-9	Title I, Instructional Extension	80% of students meeting monthly individual targets; Interim target of 50% by semester one using a checklist
Teachers will monthly address priority standards and writing gaps between grade levels, emphasizing understanding the prompt, good leads, evidence in details and closings.	Blair, ELA Teachers	Thomas	11-17, 12-2, 2-16, 3-9	Title I ; Professional Learning (Write Score)	70% of students using three out of four focus skills effectively; Interim target of 50% by January report out.

Camden County Schools Action Plan 2020-2021

School/Dept: David L. Rainer Elementary School

Critical Issue: The 2019 GMAS data revealed that 62% of all students in grades 3-5 are performing at the proficient and distinguished performance levels on the Math EOG.

S.M.A.R.T. Objective: Increase the percentage of students scoring at the proficient and distinguished levels in math on the 2021 EOG from 62% to 65%.

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)** 2021 GMAS Math

Outcome: _____

Final Report Date: _____

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will incorporate weekly math fluency drills during morning Tiger Time.	K-2 Teachers, Beckham, Lance, David	Milstead	11-17, 2-16, 3-9	STAR, Accelerated Math, IXL (Title I)	80% of students meeting monthly individual fluency targets; Interim target of 50% by January report out.
Teachers will incorporate writing strategies weekly to encourage journal writing and expression in math.	Beckham, Lance, David	Thomas	11-17, 12-2, 2-16, 3-9	Blair, Title I	80% of students are able to communicate problem solving effectively in journals using a checklist.
Contract service tutors will daily remediate lowest performing standards in math with students that are performing at the below basic level in order to move students to proficiency and above performance levels.	Beckham, Lance, David	Milstead	12-2, 2-16, 3-9	Title I, Instructional Extension	80% of students meeting developing and above targets on math standards. Interim 50%. 75%

Camden County Schools Action Plan 2020-2021

School/Dept: David L. Rainer Elementary School

Critical Issue: The 2019 Spring ELA Formative revealed that 74% of 1st and 2nd graders are scoring at the proficient and distinguished levels on the narrative writing portion of the ELA Formative.

S.M.A.R.T. Objective: Increase the percentage of students scoring at the proficient and distinguished performance levels in narrative writing on the Spring ELA Formative from 74% to 77%.

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)** 2021 Spring ELA Formative

Outcome: _____

Final Report Date: _____

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Every week, students will receive additional reading and writing intervention and support with an emphasis on narrative writing.	K. Blair	Milstead	12-2, 4-13	Title I	50% will meet individual reading and writing goals at mid and 70% will meet reading and writing goals at post.
Teachers will address narrative writing elements monthly including transitional words and plot (beginning, middle, and ending) of stories.	1st and 2nd grade teachers, K. Blair	Milstead	12-2, 4-13	Title I	70% of students will effectively demonstrate the use of transitional words and narrative elements using a rubric.
Teachers will guide and support student technology skills weekly that include the demonstration of grade appropriate keyboarding skills.	1st and 2nd grade teachers, K. Blair	Milstead	12-2, 4-13	Title I, Typing club	70% will demonstrate 5 words per minute in first grade and 10 words per minute in second grade.

Camden County Schools Action Plan 2020-2021

School/Dept: Kingsland Elementary School

Critical Issue: The 2019 EOG data revealed that 62% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels in Language Arts.

S.M.A.R.T. Objective: Increase the percentage of students scoring at the proficient and distinguished learner level by 3% of 62% (63.86%) or meet the CCRPI target on the 2021 EOG 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)** 2021 GMAS ELA EOG

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers (Hattie's .77) will teach reading comprehension (Hattie's .72) and vocabulary (Hattie's .62) instructional strategies in grades K-5 and phonics (Hattie's .70) in grades K-2 to increase student Lexiles and enhance student reading comprehension performance.	Griffis Vinson Thomas	Ellis Millan	Sept. 22 Jan. 26 May 18	Title I Funds, SBB, PL Funds, Instructional Ext Funds	GROWTH: 80% of the students achieve RIT goal (interim targets 66%; 80%) 70% of the students achieve the MAP Lexile score using "CCRPI" Lexile targets (interim targets 55%, 70%)
Teachers will implement daily reading, writing, and skill practice with and without technology (Hattie's Distr. Pract .71) to improve academic performance.	Griffis Vinson Thomas	Ellis Millan	Sept. 22 Jan. 26 May 18	PLC, Collab Planning, Vertical Planning, Title I, SBB	ACHIEVEMENT LEVELS: 65% of the students achieve RIT scores that correlate to Levels 3 and 4 (interim targets 50%, 65%)
Teachers (Hattie's .77) will utilize writing mnemonics (Hattie's .76), student to teacher feedback (Hattie's .70), student self-reported grades (Hattie's 1.33), direct instruct (Hattie's .60) and flexible grouping to improve writing performance.	Davis Underwood McCauslin	Ellis Millan	Dec. 8 Feb. 23	PLC, Collab Plan, Vertical Plan, Title I, SBB, Inst. Ext.	70% of the students will achieve level 2 or greater on WriteScore Writing Assessment
Teachers will utilize a rigorous formative assessment process (Hattie .90), evaluate and reflect (Hattie's .75) to increase student achievement.	Griffis Vinson Thomas	Ellis Millan	Nov. 10 Feb. 23 March 16	PLC, Collab Planning, Vertical Planning	60% of the students scoring 70% or higher to demonstrate mastery on common assessments

Camden County Schools Action Plan 2020-2021

School/Dept: Kingsland Elementary School

Critical Issue: The 2019 EOG data revealed that 70% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels on the Math EOG.

S.M.A.R.T. Objective: Increase the percentage of students performing at the proficient and distinguished learner levels by 3% of 70% (72.1%) or meet the CCRPI target on the 2021 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)** 2021 GMAS Math EOG

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will focus on building math vocabulary (Hattie's .62) with collaboration through vertical planning and technology (iReady, Study Island, Moby Max, IXL, etc.) to improve comprehension of word problems.	Taylor	Ellis Millan	Sept. 22 Jan. 26 May 18	Title I Funds, SBB, Instructional Ext Funds	80% of the students achieve RIT goal (interim targets - 66%; 80%). 70% of the students achieve RIT scores that correlate to Levels 3 and 4 (interim targets - 60%, 70%)
Teachers will utilize technology and other measures to provide daily fluency practice (Hattie's Rehearsal & Memorization .73) to enhance automaticity in addition, multiplication, subtraction, and division to increase RIT performance.	LaPointe	Ellis Millan	Sept. 22 Jan. 26 May 18	PLC, Collab Planning, Vertical Planning, Title I, SBB	80% of the students achieve RIT goal (interim targets - 66%; 80%). 70% of the students achieve RIT scores that correlate to Levels 3 and 4 (interim targets - 60%, 70%)
Teachers will utilize math mnemonics (Hattie's .76), student to teacher feedback (Hattie's .70), student self-reported grades (Hattie's 1.33), direct instruct (Hattie's .60) and flexible grouping (Hattie's 1.29) to improve math word problem performance.	Jones	Ellis Millan	Dec. 8 March 30 May 4	PLC, Collab Planning, Vertical Planning	60% of students scoring 70% or higher to demonstrate mastery on formative and common assessments
Teachers will utilize a rigorous formative assessment process (Hattie .90) and evaluate and reflect (Hattie's .75) to increase student achievement.	Jones LaPointe Taylor	Ellis Millan	Dec. 8 March 30 May 4	PLC, Collab Planning, Vertical Planning	60% of students scoring 70% or higher to demonstrate mastery on formative and common assessments

Camden County Schools Action Plan 2020-2021

School/Dept: Kingsland Elementary School

Critical Issue: The 2019 EOG data revealed that 60% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels in Science.

S.M.A.R.T. Objective: Increase the percentage of students scoring at the proficient and distinguished learner level from 60% to 63% or meet CCRPI target on the 2021 Science 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)** 2021 GMAS Science EOG

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will focus on building vocabulary (Hattie's .62) and background knowledge with technology (iReady, Study Island, Brainpop Videos, Experiments, etc.) to gain deeper understanding to aid with reading and comprehension.	McCauslin	Ellis Millan	Dec. 8 March 23	Title I, SBB	70% of students scoring 70% or higher to demonstrate mastery formative and common assessments
Teachers will utilize Study Island and an aligned incentive plan (Hattie's Challenging Goal .59) to build conceptual knowledge (Hattie's Distr. Pract .71).	Underwood	Ellis Millan	Dec. 8 March 23	Title I, SBB	70% of students scoring 70% or higher to demonstrate mastery formative and common assessments
Teachers will utilize a rigorous formative assessment process (Hattie .90) and evaluate and reflect (Hattie's .75) to increase student achievement.	Davis	Ellis Millan	Dec. 8 March 23	PLC, Collab Planning, Vertical Planning	70% of students scoring 70% or higher to demonstrate mastery formative and common assessments

Camden County Schools Action Plan 2020-2021

School/Dept: Mamie Lou Gross Elementary School

Critical Issue: The 2019 GMAS revealed 49% of all students in grades 3-5 performed at the proficient and distinguished performance levels 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 performance levels in ELA on the 2020 EOG from 49% to 52%.

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)** 2021 GMAS EOG ELA

Outcome: _____

Final Report Date: June 4,2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers in grades 1-5 will administer the formative and common assessments based on CCS pacing and assessment schedule to apply interventions in areas of weaknesses.	Silveous, Brazel, Ewing, Jackson Soriano,Harrelson	Adcox	9/24; 10/19; 11/19; 12/17; 1/21; 2/11; 3/15;5/7	Subs: SBB, Title 1	Increase to 50%, 55%, and 60% of students scoring 70% or higher on Common Assessments
Teachers will conference with students to set individual Lexile goals to increase Lexile growth.	Grade 1-5 teachers	Adcox	September 11; November 20; March 12; May 14	SBB; Title 1	Increase to 50% and 60% of students meeting End of Year Lexile targets using MAP
Students will utilize internet-based learning programs to practice and further develop skills and proficiency in ELA.	Grade 3-5 teachers	Adcox	September 11; November 20; March 12; May 14	iReady, IXL, Moby Max, Education Galaxy: SBB, Title 1	Increase to 50% and 60% of students scoring in the proficient to advanced range on MAP Projected Proficiency
K-2 teachers will implement Dolch sight words study, practice and monitoring.	Roney, Silveous, Brazell	Adcox	Sept. 24; Oct. 22; Nov 19; Dec. 17; Jan. 21; Feb. 18; March 25; April 22	SBB, Title 1	Increase to 40%, 50%, 60% and 70% of students meeting year end goal

Camden County Schools Action Plan 2020-2021

School/Dept: Mamie Lou Gross Elementary School

Critical Issue: The 2019 GMAS revealed 49% of all students in grades 3-5 performed at the proficient and distinguished performance levels 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 performance levels in ELA on the 2020 EOG from 49% to 52%.

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)** 2021 GMAS EOG ELA

Outcome: _____

Final Report Date: June 4,2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers in grades 1-5 will administer the formative and common assessments based on CCS pacing and assessment schedule to apply interventions in areas of weaknesses.	Silveous, Brazel, Ewing, Jackson Soriano,Harrelson	Adcox	9/24; 10/19; 11/19; 12/17; 1/21; 2/11; 3/15;5/7	Subs: SBB, Title 1	Increase to 50%, 55%, and 60% of students scoring 70% or higher on Common Assessments
Teachers will conference with students to set individual Lexile goals to increase Lexile growth.	Grade 1-5 teachers	Adcox	September 11; November 20; March 12; May 14	SBB; Title 1	Increase to 50% and 60% of students meeting End of Year Lexile targets using MAP
Students will utilize internet-based learning programs to practice and further develop skills and proficiency in ELA.	Grade 3-5 teachers	Adcox	September 11; November 20; March 12; May 14	iReady, IXL, Moby Max, Education Galaxy; SBB, Title 1	Increase to 50% and 60% of students scoring in the proficient to advanced range on MAP Projected Proficiency
K-2 teachers will implement Dolch sight words study, practice and monitoring.	Roney, Silveous, Brazell	Adcox	Sept. 24; Oct. 22; Nov 19; Dec. 17; Jan. 21; Feb. 18; March 25; April 22	SBB, Title 1	Increase to 40%, 50%, 60% and 70% of students meeting year end goal

Camden County Schools Action Plan 2020-2021

School/Dept: Mary Lee Clark Elementary School

Critical Issue: The 2019 EOG data revealed 59.7% of all students in grades 3-5 performed at or above the "proficient" performance level on the ELA EOG.

S.M.A.R.T. Objective: Increase the percentage of students performing at or above the "proficient" level in ELA on the 2021 EOG from 60% to 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)** 2021 ELA EOG

Outcome: _____

Final Report Date: 5/31/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will analyze disaggregated reading formative assessment and common assessment data to differentiate for all students, both with and without the assistance of educational software, at a minimum of 3 days per week.	Wheeler,Melvin, Aligood,Lilliston J.Bentle,Tipton	Fegel	10/13, 1/4, 3/26	PL fund-Subs; IEx-Tutors; Title I-Software, Subs,Tutors	Common Assmts: 3-5 students-70% scoring 70% or above; Subgroup-70% scoring 55% or above
Grades 1-5 teachers will analyze disaggregated MAP data to differentiate for all students using student RIT growth goals targeting subgroups with one on one goal setting conferences every 3 weeks.	Jimenez	Fegel	1/4, 3/16	PL fund-Subs; IEx-Tutors; Title I-MAP,Subs,Tutors	RIT Range: grade 3 202-350; grade 4 209-350; grade 5 214-350 with 50% in December and 70% in April
Teachers will conference with students at a minimum of every 3 weeks on Lexile goals, book choice during independent reading, and AR progress/goals.	Fegel	Sutton	1/4, 3/16	PL fund-Subs; IEx-Tutors; Title I-Subs,Tutors	Increase to 50% and 60% of students meeting grade level CCRPI Lexile Targets.
3-5 ELA teachers will administer writing assessments and implement differentiated lessons based on WriteScore data and writing conferences with students monthly.	Wheeler, Frank, C rosby, Lilliston, Tipton, J. Bentle	Sutton/Bentle	11/17, 1/12, 2/16	PL fund-Subs; IEx-Tutors; Title I-Subs, Tutors	Increase to 40%, 50%, and 60% of students scoring 3&4 on the writing assessments.
Kindergarten teachers will analyze foundational reading data monthly while implementing the school wide balanced literacy plan with a focus on all six elements (guided reading, independent reading, writing, interactive read aloud, shared reading, and foundational literacy.	Crews	Sutton/Bentle	10/13, 1/4, 3/26	PL fund-Subs; IEx-Tutors; Title I-Subs, Tutors	GKIDS 2.0 -70% Emerging, 70% Developing, 70% Demonstrating over time on identified skills.

Camden County Schools Action Plan 2020-2021

School/Dept: Mary Lee Clark Elementary School

Critical Issue: The 2019 EOG data revealed 72% of all students in grades 3-5 performed at or above the "proficient performance level" on the Math EOG.

S.M.A.R.T. Objective: Increase the percentage of students performing at or above the "proficient" level in Math on the 2021 EOG from 72% to 75%.

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)** 2021 Math EOG

Outcome: _____

Final Report Date: 5/31/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will analyze disaggregated math formatives and common assessment data to differentiate for all students, both with and without the assistance of educational software, at a minimum of three days per week.	LaFavorDallas, Mann, Bryan, O'Connor, Blount, Crochunis	Fegel	10/13, 1/4, 3/26	PL fund-Subs; IEx-Tutors; Title I-Software, Subs, Tutors	70% 3-5 students scoring 70% or above on CA 1 and 2 and Subgroups scoring at 60% or above.
Grades 1-5 teachers will analyze disaggregated MAP data to differentiate for all students using student RIT growth goals targeting subgroups with one on one goal setting monthly	LaFavorDallas, Mann, Bryan, O'Connor, Blount, Crochunis	Fegel	1/4, 3/16	PL fund-Subs; IEx-Tutors; Title I-MAP, Subs, Tutors	RIT Range: grade 3 203-350; grade 4 213-350; grade 5 224-350 with 50% in December and 70% in April

Camden County Schools Action Plan 2020-2021

School/Dept: Mary Lee Clark Elementary School

Critical Issue: The 2019 EOG data revealed 50% of students in 5th grade performed at or above the "proficient" performance level on the Science EOG.

S.M.A.R.T. Objective: Increase the percentage of students performing at or above the "proficient" performance level from 50% to 53% on the 2021 EOG in Science.

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)** 2021 EOG Science

Outcome: _____

Final Report Date: 5/31/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
5th grade science teacher will administer formative and common assessments and analyze to identify student needs (monthly) and apply interventions based on those results.	Crochunis/Blount	Fegel	10/13, 1/4, 3/26	Professional Learning Fund, Title I - Subs	Increase the percentage of students at 70% or > to 60%, 75% on common assessments 1 and 2.
5th grade science teacher will incorporate daily/weekly maintenance activities.	Crochunis/Blount	Fegel	10/13, 1/4, 3/26	Title I funds	Increase the percentage of students at 70% or > to 60%, 75% on common assessments 1 and 2.
5th grade science teacher will incorporate higher order thinking strategies (HOTS) into the science content activities weekly as well as in teacher made assessments.	Crochunis/Blount	Fegel	10/13, 1/4, 3/26	Title I funds	Increase the percentage of students at 70% or > to 60%, 75% on common assessments 1 and 2.
Contract services will work with targeted groups for areas in need of improvement as identified through assessment data.	Crochunis/Blount	Sutton	10/13, 1/4, 3/26	InEx and Title I funds - contract service	Increase the percentage of students at 70% or > to 60%, 75% on common assessments 1 and 2.

Camden County Schools Action Plan 2020-2021

School/Dept: Matilda Harris Elementary School

Critical Issue: The 2019 GMAS data revealed that 57% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the ELA EOG.

S.M.A.R.T. Objective: Increase the % of students performing in the proficient and distinguished performance levels from 57% to 60% on the 2021 ELA 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)** 2021 ELA GMAS EOG

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Set and monitor 1-5 grade student Lexile goals for individual awareness and reading materials selections. (student conf. held twice a month) (Hattie: Challenge of Goals-effect size 0.52)	3-5 ELA Teachers	Cobb	Sept. 15th, March 16th, June 1st	Title I	65% of students meeting grade-level Lexile Targets for EOG (3rd: 670, 4th: 840, 5th: 920) (30% at midpoint)
ELA Teachers will use WriteScore Resources and Feedback to reteach and provide students an opportunity to rewrite their response. (Hattie: Cognitive Task Analysis)	3-5 ELA Teachers	Cobb	Nov. 4th, Feb. 3rd	Title I	70% of students will score a 75% or above on the rewrite opportunity.
Teachers will use the GaDOE achievement level descriptors to guide and create learning tasks for students. (Hattie: Cognitive Task Analysis-1.29, Quality Instruction-1.00)	3-5 ELA Teachers	Cobb	Sept. 15th, March 16th, May 24th 1st	Title I	60% of students performing within the RIT ranges of Gr. 3 202-350, Gr. 4 209-350, Gr. 5 214-350 (35% midpoint)

Camden County Schools Action Plan 2020-2021

School/Dept: Matilda Harris Elementary School

Critical Issue: The 2019 GMAS data revealed 63% of all students in grades 3-5 performed at the proficient and distinguished performance level on the Math EOG.

S.M.A.R.T. Objective: Increase the % of students performing in the proficient and distinguished levels from 63% to 66% on the 2021 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)** 2021 Math GMAS EOG

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will develop and implement daily fluency drills and grade-level fluency goals. (Hattie: Response to Intervention 1.29)	3-5 Math Teachers	J. Workman	Sept. 15th, March 16th May 24th	PL	80% of students will perform on grade-level or above in Domain A on the MAP Assessment
Teachers will focus on grading by standard with an emphasis on does not meet, meet or exceed grade-level standard. (Hattie: Cognitive Task Analysis-1.29, Quality Instruction-1.00)	3-5 Math Teachers	J. Workman	Sept. 15th, March 16th May 24th	Title I	80% of students will show mastery of grade-level standards
Teachers will use the GaDOE achievement level descriptors to guide and create learning tasks for students. (Hattie: Cognitive Task Analysis-1.29, Quality Instruction-1.00)	3-5 Math Teachers	J. Workman	Sept. 15th, March 16th May 24th	PL	60% of students performing within the RIT ranges of Gr. 3 203-350, Gr. 4 213-350, Gr. 5 224-350 (35% midpoint)

Camden County Schools Action Plan 2020-2021

School/Dept: Matilda Harris Elementary School

Critical Issue: The Spring 2019 MAP Data revealed that 60% of all students in grades 1-2 met their projected RIT growth from Fall 2019 to Spring 2020.

S.M.A.R.T. Objective: Increase the % of grades 1-2 students meeting their projected growth on MAP from 60% to 63% from the fall MAP administration to spring administration.

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)** 2021 Reading MAP

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will implement Lucy Calkins Phonics of Study workshop daily within their balanced literacy instruction. (Hattie: Instructional Quality-1.0)	Grades 1-2 Teachers	S. Cobb	Sept. 15th, March 16th, May 24th	Title I	80% of students will perform on or at grade-level on Vocabulary Acquisition and Use on the MAP
Teachers will analyze both formative and summative data to design differentiated instruction during SUCCESS time 3 days a week. (Hattie: Instructional Quality-1.0)	Grades 1-2 Teachers	S. Cobb	Sept. 15th, March 16th, May 24th	PL	70% or above of students performing 70% or higher on Formative and Common Assessments.
Teachers will assess students weekly on identified vocabulary words for accuracy, speed and fluency (SNAP) to increase reading comprehension. (Hattie: Response to Intervention-1.29)	Grades 1-2 Teachers	S. Cobb	Sept. 15th, March 16th, May 24th	Title I	70% of students will recognize all grade-level sight words. (35% midpoint)

Camden County Schools Action Plan 2020-2021

School/Dept: St. Marys Elementary School

Critical Issue: A review of the FY19 GMAS ELA performance in grades 3-5 revealed that 25% of students were performing at the Level 2 Developing proficiency level.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3-5 scoring proficient or distinguished on the GMAS ELA EOG from 59% to 62%.

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)** FY21 GMAS EOG ELA

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
ELA teachers in grades 3 - 5 will administer common assessments based upon system pacing to identify the needs of all students so that interventions/enrichment strategies may be provided (contract services and small group) to enhance student understanding.	3-5 ELA Teachers	R. Narvell	10/27/20, 1/4/21, 3/23/21	State PL, Instructional Extension Funds, Title I Funds	CA1 - increase percentage above 70% from 66% to 70% CA2 - 54% to 58%; CA3 - 55%-59%
ELA teachers in grades 3 - 5 will utilize differentiated instruction to improve RIT performance (including lexile, comprehension and vocabulary) through the use of small group instructional activities, technology skills practice and contract service tutoring.	3-5 Grade ELA Teachers	R. Narvell	10/27/20, 1/4/21, 3/23/21	Title 1/PL - MAP Growth PL	RIT Range: grade 3 202-350; grade 4 209-350; grade 5 214-350 with 50% in December/January and 70% in April
ELA teachers in grades 3 - 5 will utilize writing assessment tools to analyze data related to trait 1 for informational writing and the 4 point scale for narrative. Feedback through conferencing and small group instruction will focus on areas of strengths/deficits in writing.	3-5 Grade ELA Teachers	R. Narvell	10/27/20, 1/4/21, 3/23/21	Title 1/PL - Write Score	Informational - 50% levels 3-4 Narrative - 35% levels 3-4

Camden County Schools Action Plan 2020-2021

School/Dept: St. Marys Elementary School

Critical Issue: A review of the FY19 GMAS MATH performance in grades 3-5 revealed that 34% of students were performing at the Level 2 Developing proficiency level.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3-5 scoring proficient or distinguished on the GMAS MATH EOG from 60% to 63%.

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)** FY21 GMAS EOG Math

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Grades 3 - 5 math teachers will administer common assessments based upon system pacing to identify the needs of all students so that interventions/enrichment strategies may be provided (contract services and small group) to enhance student understanding.	3-5 Math teachers	A. Gay	1/4/21 and 3/23/21	Title 1/PL - MAP Growth, I.E.	CA1 - increase percentage above 70% from 61% to 65% CA2 - 46% to 50%
Grades 3 - 5 math teachers will implement differentiated instructional opportunities (using contract services and small groups) based on formative assessment data to differentiate instructional content, process, and learning environment to remediate/enrich all students' understanding.	3-5 Math teachers	A. Gay	1/4/21 and 3/23/21	Title 1 - PL, Instructional Extention	RIT Range: grade 3 203-350; grade 4 213-350; grade 5 224-350 with 50% in December and 70% in April
Grades 3-5 math teachers will implement Number Talks strategies during direct instruction period.	3-5 Math teachers	A. Gay	1/4/21 and 3/23/21	Title 1/State - PL	CA1 - increase percentage above 70% from 61% to 65% CA2 - 46% to 50%

Camden County Schools Action Plan 2020-2021

School/Dept: St. Marys Elementary School

Critical Issue: A review of the FY19 GMAS Science performance in grade 5 revealed that 25% of students were performing at the Level 2 Developing proficiency level.

S.M.A.R.T. Objective: To increase the percentage of students in grade 5 scoring proficient or distinguished on the GMAS Science EOG from 67% to 70%.

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)** FY21 GMAS EOG Science

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Science teachers in grade 5 will administer formative/common assessments to gather data, provide students feedback, and remediate the identified needs of all students.	Koch/Bean	RNarvell	12/15/20, 3/23/21	PL	60% of students score 70% or higher on CA1; 70% of students scoring 70% or higher on CA 2
Science teachers in grade 5 will implement monthly spiral reviews based on data from unit formative assessments to aid in long-term retention of previously learned concepts.	Koch/Bean	RNarvell	12/15/20, 3/23/21	PL	60% of students score 70% or higher on CA1; 70% of students scoring 70% or higher on CA 2

Camden County Schools Action Plan 2020-2021

School/Dept: St. Marys Middle School

Critical Issue: An analysis of the 2019 Georgia Milestones Assessment System data revealed that 64% of FAY students are performing at the proficient or distinguished performance levels on the ELA assessments.

S.M.A.R.T. Objective: To increase the ELA GMAS performance at the proficient or distinguished levels from 64% to 67% for FAY students

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)** 2021 GMAS ELA EOG

Outcome: _____

Final Report Date: _____ **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
ELA teachers will provide interventions to differentiate learning before, during and after school. (Hattie: Challenge of Goals - effect size 0.52, Quality Instruction - effect size 1.00, Classroom environment - effect size 0.56)	All ELA teachers, Dr. Powell	Dr. McManigal	Sept 30, Jan 29 and Mar 14	RI Growth Reports	Students will increase the average score on RI by 35 points (mid-year) and 70 points (end of year).
ELA teachers will administer, analyze and provide individualized feedback on writing assignments. (Hattie: Feedback - effect size 1.13)	All ELA teachers, Dr. Powell	Dr. McManigal	Oct 29, Mar 14	GaDOE Achievement Level Descriptors (ALDs), GCA assesslets	After re-engagement, 80% of students will meet 83% per assesslet.
Incorporate independent reading with individualized conferencing (SMMS book genre project)	All ELA teachers, Dr. Powell	Dr. McManigal	Oct 29, Mar 14	Title I funding	Eighty-five percent of students will meet EOG grade level Lexile expectation.

Camden County Schools Action Plan 2020-2021

School/Dept: St. Marys Middle School

Critical Issue: The 2019 GMAS data revealed that 58% (ELA) and 68% (math) of students with disabilities performed at or above the developing level on the ELA and math assessments.

S.M.A.R.T. Objective: Increase the percentage of students with disabilities performing at or above the developing level in ELA from 58% to 61% and in math from 68% to 71%

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)** 2021 GMAS

Outcome: _____

Final Report Date: _____ **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Offer more re-engagement opportunities for identified students	Mrs. Brown, SPED ELA & Math teachers	Dr. Dougherty	Oct.9, Dec. 11, Mar 19, Apr 13	TitleI, Title V, IDEA funds	Students will increase the average score on mastery assessments by 3% from FY20 to FY21.
Implement student-centered math lessons with skill-based interventions	Mrs. Brown, SPED Math teachers	Dr.Dugger	Oct.9, Dec. 11, Mar 19, Apr 13	Title I funding	Students will increase the average score on mastery assessments by 3% from FY20 to FY21.

Camden County Schools Action Plan 2020-2021

School/Dept: St. Marys Middle School

Critical Issue: An analysis of the 2019 Georgia Milestones Assessment System data revealed that approximately 58% of all students are performing at the "proficient" or "distinguished" performance levels on the math assessments.

S.M.A.R.T. Objective: To increase the math GMAS performance levels at the "proficient" or "distinguished" levels from 58% to 61% for FAY students

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)** 2021 GMAS math EOG

Outcome: _____

Final Report Date: _____ **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Continue to implement school-wide math fluency program	All math teachers, Dr. Dugger, Dr. Powell	Dr. McManigal	Oct.9, Dec. 11, Mar 19, Apr 13	Math Minutes Curriculum	Students will increase the average score on mastery assessments by 3% from FY20 to FY21.
Implement student-centered math lessons with skill-based interventions	All math teachers, Dr. Dugger, Dr. Powell	Dr. McManigal	Oct.9, Dec. 11, Mar 19, Apr 13	Maneuvering the Middle, Title I funding	Students will increase the average score on mastery assessments by 3% from FY20 to FY21.
Continue to focus on higher-ordered thinking questions in lesson planning and instruction	All math teachers, Dr. Dugger, Dr. Powell	Dr. McManigal	Oct.9, Dec. 11, Mar 19, Apr 13	MDC FALS, Vertical Planning sessions	Students will increase the average score on mastery assessments by 3% from FY20 to FY21.

Camden County Schools Action Plan 2020-2021

School/Dept: Sugarmill Elementary School

Critical Issue: The 2019 GMAS data revealed 65% of all students in grades 3-5 performed at "proficient" or "distinguished" performance levels on the ELA EOG.

S.M.A.R.T. Objective: To increase the percentage of students performing in the "proficient" or "distinguished" performance levels in ELA on the 2021 EOG from 65% to 68%.

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)** 2021 GMAS EOG ELA

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
The teachers will analyze lexile scores and disaggregate data from district data to effectively differentiate instruction to routinely meet the needs of all students.	English//Wilson	Admin Team	MAP 9-1/5 /3-1	1-PL/TLS/MAP/LFS/Performance Matters	RIT Score of: grade 3 202-350; grade 4 219-350; grade 5 214-350 with 57% in January and 70% in March.
Analyze kindergarten foundational reading data while implementing the school wide balanced literacy plan with a focus on all six elements (guided reading, independent reading, writing, interactive read aloud, shared reading, and foundational literacy).	Valdez	Admin Team	Gkids 10/1/1-8/5-7	1-PL/Gkids/LFS/Balanced Literacy	K increase to 40%, 55%, 70% on identified foundational skills measured by GKIDS 2.0
The teachers will meet with students to regularly set goals, monitor progress, and conference on ELA goals.	Valdez/ Boeckel/Joiner/Harrison/Brooks/Segler/Bailey/ Wright/Hutchinson/ Knight/Fabie	Vertical Team/ Leadership Team	MAP 9-1/5 /3-1	1-MAP/Write Score/ Rubrics/ Student-Teacher Goal Form/LFS/EdGalaxy	Average Lexile growth of 50 points in January and 100 points in March; 55% of students in December then 60% in April will meet their growth targets on the MAP Growth assessment.
Use contracted service personnel to accelerate student weaknesses with supplemental instruction.	Slattery/Corey	Admin Team	MAP 9-1/5 /3-1	1-MAP/Common-Formative Assessments	RIT Score of: grade 3 202-350; grade 4 219-350; grade 5 214-350 with 57% in January and 70% in March.
The teachers will implement balanced literacy program in grades 1-2 with vertically aligned strategies.	Vertical Teams/Carreira K-2/Wilson	Admin Team	MAP 9-1/5 /3-1	1-PL/TLS/MAP/Easy CBM/Gkids	Lexile growth of 50 in December and 100 points in April. 55% of students in December, then 60% in April will meet their growth targets on the MAP Growth assessment.
Provide a zero block and after school instruction for SWD and EIP/RTI students performing below the "on track" target. Bubble students/accelerate-Challenge students/pushing those 4's.	Slattery/Corey	Admin Team	MAP 9-1/5 /3-1	1-MAP/Common-Formative Assessments/subgroup data	RIT Score of: grade 3 202-350; grade 4 219-350; grade 5 214-350 with 57% in January and 70% in March.
The teachers will use data gathered from formative and common assessments to target needs for remediation and acceleration.	Carreira/ English/SPED-ILT	Admin Team	MAP 9-1/5 /3-1	1-PL/ TLS/MAP/Easy CBM/Gkids/LFS/EdGalaxy	70% of students to have a score of 75% or higher for all formative and common assessments in March.

Camden County Schools Action Plan 2020-2021

School/Dept: Sugarmill Elementary School

Critical Issue: The 2019 GMAS data revealed that 72% of students in grades 3-5 performed at "proficient" or "distinguished" performance levels on the Math EOG.

S.M.A.R.T. Objective: To increase the percentage of students performing in the "proficient" or "distinguished" performance levels in Math on the 2021 EOG from 72% to 75%.

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)** 2021 GMAS EOG Math

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
The teachers analyze and disaggregate data from district formative and common assessments in order to continually differentiate instruction.	Wilson/ English	Admin Team	MAP 9-1/1-5 /3-1	MAP/Performace Matters/Leadership Team/TLS	RIT scores of: grade 3 203-214; grade 4 213-227; grade 5 224-237 with 50% in December and 77% in April.
The teachers will meet with students to regularly set goals, monitor progress, and conference on MATH goals.	Valdez/ Boeckel/ Joiner/Brooks/ Segler/Lee/ Hutchinson/ Hodge/Mitchell/Nelson	Admin Team/ Vertical Team/ Leadership Team	MAP 9-1/1-5 /3-1	MAP/ Student-Teacher Goal Form	55% of students in December, then 60% in April will meet their growth targets on the MAP Growth assessment.
Teachers will incorporate daily math fluency drills as a part of regular instruction.	All classroom teachers 1st-5th	Leadership Team/Admi n Team	Daily	Ed. Galaxy, Extra Math/Scout Pad	RIT score of at least: grade 3 190-205; grade 4 198-214; grade 5 209-226 with 60% in December and 70% in April.
Use contracted service personnel to accelerate student weaknesses with supplemental instruction.	Slattery/Corey	Admin Team	MAP 9-1/1-5 /3-1	MAP/Common-Formative Assessments	80% of students meeting individual fluency targets. Interim targets of 50% by January report out.
Provide a zero block and after school instruction for SWD and EIP/RTI students performing below the "on track" target. Bubble students/accelerate-Challenge students/pushing those 4's.	Slattery/Corey	Admin Team	MAP 9-1/1-5 /3-1	MAP/Common-Formative Assessments	RIT scores of: grade 3 206-218; grade 4 215-230; grade 5 227-241 with 50% in December and 77% in April.

Camden County Schools Action Plan 2020-2021

School/Dept: Sugarmill Elementary School

Critical Issue: The 2019 GMAS data revealed 35% of all students in grades 3-5 performed at 3 or 4 on the writing scoring scales on the ELA EOG.

S.M.A.R.T. Objective: To increase the percentage of students performing on the writing scoring scales to 3 and 4 in ELA on the 2021 EOG from 35% to 38%.

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)** 2021 GMAS EOG Writing

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
The teachers will analyze and disaggregate data from WriteScore in order to continually differentiate instruction for the elements of Traits 1 & 2.	Brooks/ Harrison/Bailey/ Wright/Knight/ Fabie	Admin Team/ Vertical Team	Writescore 10-19/1-19	Write Score/ PL/Common Assessments	Percent of students demonstrating sufficient (level III) and strong levels (level IV) from 25%, to 35%, and then 45% as measured on the WriteScore rubric.
The teachers will implement balanced literacy program K-2 with vertically aligned strategies with a writing plan focusing on breaking down prompts, creating strong leads, writing with details/evidence, and having strong closure.	Valdez/ Boeckel/ Joiner	Admin Team	Writescore 10-19/1-19	PL/TLS/LFS/Write Score/Powerschool Assessment	To increase the percent of students demonstrating 3 of the 4 skills on the CCS Writing Checklist from 25%, 50%, and 75%
Use contracted service personnel to accelerate student weaknesses for supplemental instruction.	Slattery/Corey	Admin Team	MAP 9-1/1-5 /3-1	MAP/Common & Formative Assessments	Percent of students demonstrating sufficient (level III) and strong levels (level IV) from 25%, to 35%, and then 45% as measured on the WriteScore rubric.
Provide a zero block and after school instruction for SWD students and EIP/RTI students performing below the "on track" target. Bubble students/accelerate-Challenge students/pushing those 4's.	Slattery/Corey	Admin Team	MAP 9-1/1-5 /3-1	MAP/Common & Formative Assessments/sub-group	Percent of students demonstrating sufficient (level III) and strong levels (level IV) from 25%, to 35%, and then 45% as measured on the WriteScore rubric.

Camden County Schools Action Plan 2020-2021

School/Dept: Woodbine Elementary School

Critical Issue: The 2019 GMAS data revealed 43% of all students in grades 3-5 performed below the "proficient" performance level on the ELA EOG.

S.M.A.R.T. Objective: Increase the % of students performing at or above the "proficient" performance level from 57% to 60% on the 2021 GMAS EOG in 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)** 2021 GMAS EOG ELA

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Contract services and RTI teachers will work with targeted groups for areas in need of improvement as identified through assessment data	RTI Teachers	TLS	Oct. 6, Jan. 12, March 16	Title I & IE Funds	Increase % students performing in the following Reading RIT ranges: Grade 3, 206-350, Grade 4, 212-350, Grade 5, 218-350 from 30% to 50% to 70% respectively.
To increase ELA performance, implement school-wide anchor time for HOTS through writing and conduct Lexile goal setting conferences	TLS	Principal	Oct. 6, Jan. 12, March 17	Title I & Writescore	Increase student writing performance in the top 3 scoring categories by 10% in grades 3-5 from 2019
ELA teachers in grades 1-5 will administer common and formative assessments based on the CCS assessment schedule and apply interventions based on the level of student performance	ELA Teachers	TLS	Oct. 6, Jan. 12, March 18	Title I	Increase % students performing in the following Reading RIT ranges: Grade 3, 206-350, Grade 4, 212-350, Grade 5, 218-350 from 30% to 50% to 70% respectively.
Teachers will conduct collaborative conferences (C-4) digitally for grades K-5 and transition activities for grades K & 5 to promote parent understanding of student learning goals and expectations	Leadership Team	TLS	Oct. 6, Jan. 12, March 19	Title I	Increase parent attendance rate from 35% to 40% or greater by the end of the year
Vertical Team PLCs and weekly collaborative planning	TLS	Principal	Oct. 6, Jan. 12, March 20	Title I & PL Funds	Increase % of students in Black and ED subgroups in the following Reading RIT ranges: Grade 3, 206-350, Grade 4, 212-350, Grade 5, 218-350 by 10%.
PLC for SPED teachers on ALDs, virtual collaboration, and co-teaching service model	SPED Teachers WES-ELA	TLS	Oct. 6, Jan. 12, March 21	Title I & PL Funds	Increase % of students in SWD subgroup in the following Reading RIT ranges: Grade 3, 206-350, Grade 4, 212-350, Grade 5, 218-350 by 10% 10% by 10/28/2020

Camden County Schools Action Plan 2020-2021

School/Dept: Woodbine Elementary School

Critical Issue: The 2019 GMAS data revealed 34% of all students in grades 3-5 performed below the "proficient" performance level on the math EOG.

S.M.A.R.T. Objective: Increase the % of students performing at or above the "proficient" performance level from 62% to 65% on the 2021 GMAS EOG in 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)** 2021 GMAS EOG Math

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Contract services and RTI teachers will work with targeted groups for areas in need of improvement as identified through assessment data.	RTI Teachers	TLS	Oct. 6, Jan. 12, March 16	Title I & IE Funds	Increase % students performing in the following Math RIT ranges: Grade 3, 206-350, Grade 4, 215-350, Grade 5, 227-350 from 30% to 50% to 70% respectively.
To increase math performance, implement school-wide anchor time for remediation, enrichment, and instruction.	TLS	Principal	Oct. 6, Jan. 12, March 17	Title I	Increase percentage of students meeting fluency targets in Math Masters initiative to 25%, 50%, and 75% respectively.
Math teachers in grades 1-5 will administer common and formative assessments based on the CCS assessment schedule and apply interventions based on the level of student performance.	Math Teachers	TLS	Oct. 6, Jan. 12, March 18	Title I	Increase % students performing in the following Math RIT ranges: Grade 3, 206-350, Grade 4, 215-350, Grade 5, 227-350 from 30% to 50% to 70% respectively.
Teachers will conduct collaborative conferences (C-4) digitally for grades K-5 and transition activities for grades K & 5 to promote parent understanding of student learning goals and expectations.	Leadership Team	TLS	Oct. 6, Jan. 12, March 19	Title I	Increase parent attendance rate from 35% to 40% or greater by the end of the year.
Vertical Team PLCs and weekly collaborative planning	TLS	Principal	Oct. 6, Jan. 12, March 20	Title I & PL Funds	Increase % of students in Black and ED subgroups in the following Math RIT ranges: Grade 3, 206-350, Grade 4, 215-350, Grade 5, 227-350 by 10%.
PLC for SPED teachers on ALDs, virtual collaboration, and co-teaching service model	SPED Teachers WES-Math	TLS	Oct. 6, Jan. 12, March 21	Title I & PL Funds	Increase % of students in Black and ED subgroups in the following Math RIT ranges: Grade 3, 206-350, Grade 4, 215-350, Grade 5, 227-350 by 10%.

Camden County Schools Action Plan 2020-2021

School/Dept: Woodbine Elementary School

Critical Issue: The 2019 GMAS EOG data revealed 66% of all 5th grade students performed below the "proficient" performance level on the social studies EOG.

S.M.A.R.T. Objective: Increase the % of students performing at or above the "proficient" performance level from 44% to 47% on the 2021 GMAS EOG in SS.

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)** 2021 GMAS EOG SS

Outcome: _____

Final Report Date: 6/1/2021 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Social studies teacher in grade 5 will administer formative and common assessments to identify student needs and apply interventions based on those results.	Teacher	TLS	Oct. 6, Jan. 12, March 16	Title I	Increase the percentage of students exceeding the 70% pass rate from 50% to 60% and 75% respectively on common and formative assessments.
Social studies teacher in grade 5 will incorporate daily/weekly maintenance activities.	Teacher	TLS	Oct. 6, Jan. 12, March 17	Title I	Increase the percentage of students exceeding the 70% pass rate from 50% to 60% and 75% respectively on common and formative assessments.
Incorporate higher order thinking strategies (HOTS) into the SS content activities and teacher made assessments.	Teacher	TLS	Oct. 6, Jan. 12, March 18	Title I	Increase the percentage of students exceeding the 70% pass rate from 50% to 60% and 75% respectively on common and formative assessments.
Contract services will work with targeted groups for areas in need of improvement as identified through assessment data.	Teacher/Contract Services	TLS	Oct. 6, Jan. 12, March 19	Title I & IE Funds	Increase the percentage of students exceeding the 70% pass rate from 50% to 60% and 75% respectively on common and formative assessments.
Cross-school PLCs and weekly collaborative planning	TLS	Principal	Oct. 6, Jan. 12, March 20	Title I & PL Funds	Increase the percentage of students exceeding the 70% pass rate from 50% to 60% and 75% respectively on common and formative assessments.