



**Camden County Schools**  
**Outcome Based Continuous Improvement Plan**  
**2018-2019**  
**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:
<a href="#">CCHS-Suicide Prevention</a>	14 Camden County High School	The 2017 Georgia School Health Survey results revealed that 15.68% of 8th graders, 10.73% of 9th graders, 8.47% of 10th graders, 10.45% of 11th graders, and 7.22% of 12th graders have seriously considered suicide.	To decrease the percentage of students who consider suicide by 3% which would yield 12.68% of 9th graders, 7.73% of 10th graders, 5.47% of 11th graders, 7.45% of 12th graders.	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	2018 Georgia Student Health Survey Results	0	6/6/18	1 - Oral Report to BOE	In Progress
<a href="#">CMS-ELA</a>	15 Camden Middle School	The 2018 Georgia Milestones Assessment System EOG data revealed that 46.89% students in grades 6-8 scored at the proficient and distinguished levels in English Language Arts.	Increase the percentage of 6-8 grade students designated as proficient or higher on the GMAS ELA EOG from 46.89% in 2018 to 49.89% in 2019.	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	2019 Georgia Milestones ELA EOG	0	6/3/19	1 - Oral Report to BOE	In Progress
<a href="#">CMS-Math</a>	16 Camden Middle School	The 2018 Georgia Milestones Assessment System EOG data revealed that 48.76% students in grades 6-8 scored at the proficient and distinguished levels in Math.	Increase the percentage of 6-8 grade students designated as proficient or higher on the GMAS math EOG from 48.76% in 2018 to 51.76% in 2019.	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	2019 GMAS Math EOG	0	6/3/19	1 - Oral Report to BOE	In Progress
<a href="#">CMS-Social Studies</a>	17 Camden Middle School	The 2018 Georgia Milestones Assessment System EOG data revealed that 42.45% students in grade 8 scored at the proficient and distinguished levels in Social Studies.	Increase the percentage of 8th grade students designated as proficient or higher on the GMAS SS EOG from 42.45% in 2018 to 45.45% in 2019.	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	2019 Georgia Milestones SS EOG	0	6/3/19	1 - Oral Report to BOE	In Progress
<a href="#">CRES-ELA</a>	18 Crooked River Elementary School	The 2018 GMAS EOG revealed that 55.8% 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 2019 ELA GMAS EOG from 55.8% to 58.8%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2019 ELA GMAS EOG	0	6/3/19	1 - Oral Report to BOE	In Progress
<a href="#">CRES-Math</a>	19 Crooked River Elementary School	The 2018 GMAS EOG revealed that 57.35% 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 2019 Math GMAS EOG from 57.35% to 60.35%.	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	2019 Math GMAS EOG	0	6/3/19	1 - Oral Report to BOE	In Progress
<a href="#">CRES-Social Studies</a>	20 Crooked River Elementary School	The 2018 GMAS EOG revealed that 38.3% of students in grades 3-5 scored at the proficient and or distinguished levels in Social Studies.	To increase the percent of students scoring at the proficient and distinguished performance levels on the 2019 Social Studies GMAS EOG from 38.3% to 41.3%	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2019 Social Studies GMAS EOG	0	6/3/19	1 - Oral Report to BOE	In Progress
<a href="#">DLRES-ELA</a>	21 David L. Rainer Elementary School	The 2018 GMAS data revealed that 57% of all students in grades 3-5 are performing 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 2019 EOG from 57% to 61%	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	2019 GMAS EOG ELA	0	6/3/19	1 - Oral Report to BOE	In Progress
<a href="#">DLRES-Math</a>	22 David L. Rainer Elementary School	The 2018 GMAS data revealed that 55% 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 2019 EOG from 55% to 58%	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	2019 GMAS Math	0	6/3/19	1 - Oral Report to BOE	In Progress
<a href="#">DLRES-Social Studies</a>	23 David L. Rainer Elementary School	The 2018 GMAS data revealed that 52% of all students in grades 3-5 are scoring at the proficient and distinguished performance levels on the Social Studies EOG.	Increase the percentage of students scoring at the proficient and distinguished performance levels in Social Studies on the 2019 EOG from 52% to 55%.	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	2019 GMAS EOG	0	6/3/19	1 - Oral Report to BOE	In Progress
<a href="#">KES-ELA</a>	24 Kingsland Elementary School	The 2018 EOG data revealed that 54% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels on ELA.	Increase the percentage of students scoring at the proficient and distinguished learner level from 54% to 57% on the 2019 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	2019 GMAS EOG ELA	0	6/6/19	1 - Oral Report to BOE	In Progress
<a href="#">KES-Math</a>	25 Kingsland Elementary School	The 2018 EOG data revealed that 74% 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 from 69% to 72% on the 2019 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	2019 GMAS EOG Math	0	6/6/19	1 - Oral Report to BOE	In Progress
<a href="#">KES-Social Studies</a>	26 Kingsland Elementary School	The 2018 EOG data revealed that 55% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels in Social Studies.	Increase the percentage of students scoring at the proficient and distinguished learner level from 55% to 58% on the 2019 Social Studies 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	2019 GMAS EOG Social Studies	0	6/6/19	1 - Oral Report to BOE	In Progress

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<a href="#">MLGES-ELA</a>	27 Mamie Lou Gross Elementary School	The 2018 GMAS data revealed 41% of all students in grades 3-5 performed at the proficient level and above on the ELA EOG	To increase the percentage of students performing at the proficient and above performance in ELA on the 2019 EOG from 41% to 44%	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	2019 GMAS EOG ELA	0	6/4/19	1 - Oral Report to BOE	In Progress
<a href="#">MLGES-Math</a>	28 Mamie Lou Gross Elementary School	The 2018 GMAS revealed 47% of all students in grades 3-5 performed at the proficient performance level and above on the math EOG	To increase the percentage of students in grades 3-5 performing at the proficient level and above from 47% to 50%	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2019 GMAS Mathematics	0	6/4/19	1 - Oral Report to BOE	In Progress
<a href="#">MLGES-School Climate</a>	29 Mamie Lou Gross Elementary School	Mamie Lou Gross Elementary School received a school climate rating of 3 stars on the 2017-18 CCRPI	Obtain a school climate rating of 4 stars on the 2018-19 CCRPI	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	0	0	6/4/19	1 - Oral Report to BOE	In Progress
<a href="#">MLCES-ELA</a>	30 Mary Lee Clark Elementary School	The 2018 GMAS data revealed 42% of all students in grades 3-5 performed below the "proficient" performance level on the ELA EOG.	To reduce the % of students performing below the "proficient" level in ELA on the 2018 EOG from 42% to 39%.	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	2019 GMAS ELA EOG	0	5/31/19	1 - Oral Report to BOE	In Progress
<a href="#">MLCES-Math</a>	31 Mary Lee Clark Elementary School	The 2018 GMAS data revealed 29% of all students in grades 3-5 performed below the "proficient" performance level on the Math EOG.	To reduce the % of students performing below the "proficient" level in Math on the 2018 EOG from 29% to 26%.	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	2019 GMAS Math EOG	0	5/31/19	1 - Oral Report to BOE	In Progress
<a href="#">MLCES-Writing</a>	32 Mary Lee Clark Elementary School	The 2018 GMAS data revealed 78% of all students in grades 3-5 performed below the "proficient" performance level on extended writing Trait 1 and 77% performed below the "proficient" performance level on narrative writing.	To reduce the % of students performing below the "proficient" level on the 2019 EOG from 78% to 75% and on narrative writing from 77% to 74%.	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	2019 GMAS ELA Writing	0	5/31/19	1 - Oral Report to BOE	In Progress
<a href="#">MHES-ELA</a>	33 Matilda Harris Elementary School	The 2018 GMAS EOG data revealed that 54% of students in grades 3-5 scored in the proficient and distinguished performance in ELA.	To increase the percentage of students in the proficient and distinguished performance from 54% to 57% on the 2019 ELA GMAS 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	2019 GMAS EOG ELA	0	6/4/19	1 - Oral Report to BOE	In Progress
<a href="#">MHES-Lexile</a>	34 Matilda Harris Elementary School	The 2018 GMAS EOG revealed that 88% of students in grades 3-5 scored level 2 reading status in ELA.	To increase students performance in level 2 from 88% to 91% on the reading portion of the 2019 ELA GMAS 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	2019 GMAS EOG ELA	0	6/4/19	1 - Oral Report to BOE	In Progress
<a href="#">MHES-Math</a>	35 Matilda Harris Elementary School	The 2018 GMAS EOG data revealed that 69% of students in grades 3-5 scored in the proficient and distinguished performance levels on Math.	To increase the percentage of students in the proficient and distinguished performance levels from 69% to 72% on the 2019 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	2019 GMAS EOG MATH	0	6/4/19	1 - Oral Report to BOE	In Progress
<a href="#">SMES-ELA</a>	36 St. Marys Elementary School	The FY 18 GMAS performance revealed that more than 42% of students in grades 3-5 are performing below the proficient performance level on the ELA EOG.	To increase the percentage of FAY students in grades 3-5 meeting proficient or higher on the GMAS ELA EOG from 58% 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	2019 GMAS EOG ELA	0	6/1/19	1 - Oral Report to BOE	In Progress
<a href="#">SMES-Math</a>	37 St. Marys Elementary School	The FY 18 GMAS performance revealed that more than 32% of students in grades 3-5 are performing below the proficient performance level on the Math EOG.	To increase the percentage of FAY students in grades 3-5 meeting proficient or higher on the GMAS Math EOG from 68% to 73%.	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	2019 GMAS EOG Math	0	6/1/19	1 - Oral Report to BOE	In Progress
<a href="#">SMES-Social Studies</a>	38 St. Marys Elementary School	The FY18 GMAS performance revealed that approx. 53% of students in grade 5 are performing below the proficient performance level on the Social Studies EOG.	To increase the percentage of FAY students in grade 5 meeting proficient or higher on the GMAS Social Studies EOG from 47 to 55% (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	2019 GMAS EOG Social Studies	0	6/1/19	1 - Oral Report to BOE	In Progress
<a href="#">SMMS-ELA</a>	39 St. Marys Middle School	An analysis of the 2018 Georgia Milestones Assessment System data revealed that approximately 52% of SWDs are performing at the "developing," "proficient" or "distinguished" performance levels on the ELA EOG.	To increase the ELA GMAS performance levels at the "developing," "proficient" or "distinguished" levels from 52% to 55% 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	2019 GMAS ELA EOG	0	6/6/19	1 - Oral Report to BOE	In Progress

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<a href="#">SMMS-Math</a>	40 St. Marys Middle School	An analysis of the 2018 Georgia Milestones Assessment System data revealed that approximately 58% of all students are performing at the "proficient" or "distinguished" performance levels on the math EOG.	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	2019 GMAS math	0	6/6/19	1 - Oral Report to BOE	In Progress
<a href="#">SMMS-Social Studies</a>	41 St. Marys Middle School	An analysis of the 2018 Georgia Milestones Assessment System data revealed that approximately 47% of eighth graders are performing at the "proficient" or "distinguished" performance levels on the social studies EOG.	To increase social studies GMAS performance levels at the "proficient" and "distinguished" levels from 47% to 50% 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	0	0	6/6/19	1 - Oral Report to BOE	In Progress
<a href="#">SES-ELA</a>	42 Sugarmill Elementary School	The 2018 GMAS data revealed 61% 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" levels in ELA on the 2019 EOG from 61% to 64%.	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	2019 GMAS EOG ELA	0	6/1/19	1 - Oral Report to BOE	In Progress
<a href="#">SES-Math</a>	43 Sugarmill Elementary School	The 2018 GMAS data revealed 67% of all 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" levels in ELA on the 2019 EOG from 67% to 70%.	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	2019 GMAS EOG Math	0	6/1/19	1 - Oral Report to BOE	In Progress
<a href="#">SES-Writing</a>	44 Sugarmill Elementary School	The 2018 GMAS data revealed 27% 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 2019 EOG from 27% 3's & 4's to 30%, 3's & 4's.	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	2019 GMAS EOG Writing	0	6/1/19	1 - Oral Report to BOE	In Progress
<a href="#">WES-ELA</a>	45 Woodbine Elementary School	The 2018 GMAS EOG data revealed that 49% 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 51% to 55% on the 2019 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	2019 GMAS EOG ELA	0	6/1/19	1 - Oral Report to BOE	In Progress
<a href="#">WES-Math</a>	46 Woodbine Elementary School	The 2018 GMAS EOG data revealed 39% of all students in grades 3-5 performed below the "proficient" performance level in Math.	Increase the % of students performing at or above the "proficient" performance level from 61% to 65% on the 2019 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	2019 GMAS EOG Math	0	6/1/19	1 - Oral Report to BOE	In Progress
<a href="#">WES-Social Studies</a>	47 Woodbine Elementary School	The 2017 GMAS data revealed 34% of all students in grade 5 performed below the "proficient" performance level on the Social Studies EOG.	Increase the % of students performing at or above the "proficient" performance level from 56% to 60% on the 2019 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	2019 GMAS EOG Social Studies	0	6/1/19	1 - Oral Report to BOE	In Progress









































































































## Camden County Schools Action Plan 2018-2019

**School/Dept:** Woodbine Elementary School

**Critical Issue:** The 2017 GMAS data revealed 34% of all students in grade 5 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 56% to 60% on the 2019 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)** 2019 GMAS EOG Social Studies

**Outcome:** \_\_\_\_\_

**Final Report Date:** 6/1/2019      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Vertical Team PLC's and weekly collaborative planning	Davis	Fegel	Oct. 1, Dec. 15, Feb. 1	Title I & PL Funds	Increase student performance on Lexile measure by 25, 50, and 75 points on RI assessment per assessment schedule
Social studies teachers in grades 3-5 will administer common assessments based on pacing to identify student needs and apply interventions.	Herron, Beam & Butler	Principal	Oct. 1, Dec. 15, Feb. 1	Title I & PL Funds	Increase student performance on Lexile measure by 25, 50, and 75 points on RI assessment per assessment schedule
To increase content area performance incorporate writing across the curriculum strategies; content integration, periodic reviews, LFS summarizing strategies.	Davis	Fegel	Oct. 1, Dec. 15, Feb. 1	Title I & PL Funds	Increase TKES Observation Tally, Lesson Plan Audits component check to 100% by December