

**Camden County Schools**  
**Outcome Based Continuous Improvement Plan**  
**Actions Plans Due 8/18/18**  
**Summary Report 2/19/2018**

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="#">FA1-ELA</a>	1 Central Office	The FY17 GMAS performance revealed that more than 49% 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 EOG/EOC from 49.8 to 52.8 (ES), 46.3 to 49.3 (MS), & 58 To 61 (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	FY18 GMAS EOG/EOC ELA	0	6/1/18	1 - Oral Report to BOE	In Progress
<a href="#">FA1-Math</a>	2 Central Office	The FY17 GMAS performance revealed that approx. 45% of students in grades 3-12 are performing below the proficient performance level on the Math EOG/EOC.	To increase the percentage of students in grades 3-12 meeting proficient or higher on the GMAS Math EOG/EOC from 60.8 to 63.8 (ES), 46.59 to 49.59 (MS), & 52 To 55 (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	FY17 GMAS Math EOG/EOC	0	6/1/18	1 - Oral Report to BOE	In Progress
<a href="#">FA1-Social Studies</a>	3 Central Office	The FY17 GMAS performance revealed that approx. 50% of students in grades 3-12 are performing below the proficient performance level on the Social Studies EOG/EOC.	To increase the percentage of students in grades 3-12 meeting proficient or higher on the GMAS Social Studies EOG/EOC from 39.5 to 42.5 (ES), 40.2 to 43.2 (MS), & 63 To 66 (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	FY18 GMAS Social Studies EOG/EOC	0	6/1/18	1 - Oral Report to BOE	In Progress
<a href="#">FA2-Personnel-Employee Injuries</a>	Central Office - 4 Personnel	There were 78 employee injuries reported during the 2016-17 school year of which 23 (29%) were treated by a physician.	Reduce the number of employee injuries by 10% from 78 to 71 and injuries treated by a physician by 20% from 23 to 19 by the end of the 2017-18 school year.	2. Quality Teachers, Administrators, and Staff: Ensure quality personnel in all positions.	Goal 4.2 Fiscal resourcefulness and accountability that provides adequate financial and personnel resources to maximize student achievement	2018 Employee Injury Report	0	6/30/18	3 - Written Summary to Focus Area Work Team	Complete
<a href="#">FA3-Student Services-Attendance</a>	Central Office - 5 Student Services	The FY18 CCRPI attendance indicator will measure the percent of students in grades K-12 absent less than 10% of enrolled days. The analysis attendance rate per this measure was 85.5% for 2017.	To increase the FY18 CCRPI student attendance indicator from 85.5% to 90%.	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.3 Expectations for student attendance and behavior conducive to high achievement	CCRPI Report	0	6/11/17	3 - Written Summary to Focus Area Work Team	In Progress
<a href="#">FA4-Lunch Participation</a>	6 Central Office	FY16 Lunch Participation data revealed that 62.1% of students participate in the lunch program.	Increase the percentage of student participation by 3% for a total of 65.1%.	4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.	Goal 3.1 Safe, inviting schools free of harmful behavior that support high student achievement	FY 18 Lunch Participation & Cost Report: System Level	0	6/28/18	3 - Written Summary to Focus Area Work Team	0
<a href="#">FA4-Finance-Star Rating</a>	Central Office - 7 Finance	The 2016 GA DOE Star Rating revealed that Camden County Schools received 4 out of 5 stars. (CONTINUATION FROM FY 17)	To increase the star rating from 4 stars to 5 stars by June 30, 2018. (LATEST DATA AVAILABLE AT THIS TIME)	4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.	Goal 4.2 Fiscal resourcefulness and accountability that provides adequate financial and personnel resources to maximize student achievement	2017 GA Dept of Education Star Rating Report	0	6/30/18	3 - Written Summary to Focus Area Work Team	In Progress
<a href="#">FA4-Technology</a>	8 Central Office	A review of the SchoolDude incident data shows that Average Days Aged for Open Incidents is at 61.81 Days	To reduce the Average Days aged for Open Incidents metric by 10 days to 51.86 by 5/30/2018	4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.	Goal 4.1 Alignment of all support functions to achieve high performance	SchoolDude Reports	0	6/30/18	2 - Written Report to BOE	In Progress
<a href="#">FA4-Transportation</a>	Central Office - 9 Transportation	The FY16 transportation expenditure report revealed the local portion of the transportation budget was \$2,141,560.38. Local funds accounted for 69% of the CCS transportation budget.	To decrease the local transportation budget by 3% to \$2,077,313.57	4. Effective, Efficient Operations: Develop and manage material resources to maximize student achievement.	Goal 4.2 Fiscal resourcefulness and accountability that provides adequate financial and personnel resources to maximize student achievement	2017-2018 local portion of the transportation budget.	0	8/1/18	3 - Written Summary to Focus Area Work Team	In Progress
<a href="#">FA5-School Climate</a>	10 Central Office	The 2017 Georgia Parent Survey revealed an average of 84 % of parents were in agreement with the items surveyed on questions 12, 14, 16 and 17.	To increase the average percent of parent agreement responses on questions 12, 14, 16 and 17 from 84% to 87 % on the 2018 Georgia Parent Survey.	5. Strong Parental and Community Support: Increase stakeholder understanding, trust and support of public schools.	Goal 5.2 Stakeholder trust and confidence in schools and the system	2018 Georgia Parent Survey	0	6/1/18	2 - Written Report to BOE	In Progress
<a href="#">CCHS-Analytic Geometry</a>	11 Camden County High School	The EOC data revealed that 53% of students scored at the Proficient or Distinguished Level on the Analytic Geometry EOC.	To increase the percentage of students performing at the proficient and distinguished learner levels in Analytic Geometry on the EOC by 3% from 53% to 56%.	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	FY 18 EOC Data	0	6/5/18	1 - Oral Report to BOE	In Progress
<a href="#">CCHS-Attendance</a>	12 Camden County High School	The FY17 CNA revealed 17.3% of students missed 15 or more days for FY16 on the CNA School Report.	To decrease the percentage of students missing more than 15 days from 17.3% to 14.3%	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.3 Expectations for student attendance and behavior conducive to high achievement	CNA School Report	0	6/5/18	1 - Oral Report to BOE	In Progress
<a href="#">CCHS-9th Literature</a>	13 Camden County High School	The 2017 EOC data revealed that 60% of students scored at the Proficient or Distinguished Level on the Ninth Grade Literature EOC.	To increase the percentage of students performing at the proficient and distinguished levels in Ninth Grade Literature by 3% 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	2017-18 Ninth Grade Literature EOC Data	0	6/5/18	1 - Oral Report to BOE	In Progress

**Camden County Schools**  
**Outcome Based Continuous Improvement Plan**  
**Actions Plans Due 8/18/18**  
**Summary Report 2/19/2018**

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="#">CMS-ELA</a>	Camden Middle School 14	The 2017 Georgia Milestones Assessment System EOG data revealed that 45.46% 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 45.46% in 2017 to 48.46% in 2018.	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	2018 Georgia Milestones ELA EOG	0	6/1/18	1 - Oral Report to BOE	In Progress
<a href="#">CMS-Math</a>	Camden Middle School 15	The 2017 Georgia Milestones Assessment System EOG data revealed that 45.3% 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 45.3% in 2017 to 48.3% in 2018.	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	2018 GMAS Math EOG	0	6/1/18	1 - Oral Report to BOE	In Progress
<a href="#">CMS-PBIS</a>	Camden Middle School 16	Students as CMS missed a total of 831 instructional days in 2016-2017 school year due to placement in ISS.	Decrease the number of days served in ISS by 4% from 831 days in 16-17 to 798 days in 17-18	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 ISS totals	0	6/1/18	1 - Oral Report to BOE	In Progress
<a href="#">CRES-ELA</a>	Crooked River Elementary School 17	The 2017 GMAS EOG revealed that 55% 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 2018 ELA GMAS 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	2018 ELA GMAS EOG	0	1/0/00	1 - Oral Report to BOE	In Progress
<a href="#">CRES-Math</a>	Crooked River Elementary School 18	The 2017 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 2018 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	2018 ELA GMAS EOG	0	1/0/00	1 - Oral Report to BOE	In Progress
<a href="#">CRES-Social Studies</a>	Crooked River Elementary School 19	The 2017 GMAS EOG revealed that 41% 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 learner levels on the 2018 Social Studies GMAS 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	2018 GMAS EOG	0	1/0/00	2 - Written Report to BOE	In Progress
<a href="#">DLRES-ELA</a>	David L. Rainer Elementary School 20	The 2017 GMAS data revealed that 54% of all students in grades 3-5 are performing at the proficient and distinguished performance level on the ELA EOG.	To increase the percentage of students scoring at the proficient and distinguished performance levels in ELA on the 2018 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	2018 GMAS ELA	0	5/1/18	1 - Oral Report to BOE	In Progress
<a href="#">DLRES-Math</a>	David L. Rainer Elementary School 21	The 2017 GMAS data revealed that 58% of all students in grades 3-5 are performing at the proficient and distinguished performance level on the math EOG.	To increase the percentage of students scoring at the proficient and distinguished levels in math on the 2018 EOG from 58% 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	2018 GMAS Math	0	5/1/18	1 - Oral Report to BOE	In Progress
<a href="#">DLRES-Social Studies</a>	David L. Rainer Elementary School 22	The 2017 GMAS data revealed that approximately 41% of students in 5th grade are performing at the proficient and distinguished performance level on the Social Studies portion of the Georgia Milestones Assessment.	To increase the percentage of students scoring at the proficient and distinguished levels in social studies on the 2018 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	2018 GMAS Social Studies	0	5/1/17	1 - Oral Report to BOE	In Progress
<a href="#">KES-ELA</a>	Kingsland Elementary School 23	The 2017 GMAS EOG data revealed 57% of all students in grades 3-5 performed at the "proficient" or "distinguished" learner levels on the ELA EOG.	Increase the percentage of students scoring at the "proficient" or "distinguished" learner level in ELA on the 2018 EOG from 57% to 60%.	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	2018 GMAS EOG ELA	0	6/5/18	1 - Oral Report to BOE	In Progress
<a href="#">KES-Math</a>	Kingsland Elementary School 24	The 2017 GMAS data revealed 74% of all students in grades 3-5 students performed at the "proficient" or "distinguished" learner levels on the Math EOG.	Increase the percentage of students performing at the "proficient" or "distinguished" learner levels in math on the 2018 EOG from 74% to 77%.	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	2018 GMAS EOG Math	0	6/5/18	1 - Oral Report to BOE	In Progress
<a href="#">KES-Social Studies</a>	Kingsland Elementary School 25	The 2017 GMAS data revealed 55% of all students in grade 5 performed at the "proficient" or "distinguished" learner levels on the Social Studies EOG.	Increase the percentage of students scoring at the "proficient" or "distinguished" learner level in Social Studies on the 2018 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	2018 GMAS EOG Social Studies	0	6/5/18	2 - Written Report to BOE	In Progress
<a href="#">MLGES-ELA</a>	Mamie Lou Gross Elementary School 26	The 2017 GMAS data revealed 40% 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 proficient and above in ELA on the 2018 EOG from 40% to 43%.	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	2018 GMAS EOG ELA	0	1/0/00	1 - Oral Report to BOE	In Progress

**Camden County Schools**  
**Outcome Based Continuous Improvement Plan**  
**Actions Plans Due 8/18/18**  
**Summary Report 2/19/2018**

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="#">MLGES-Math</a>	27 Mamie Lou Gross Elementary School	The 2017 GMAS data revealed 55% of all students in grades 3 - 5 performed at the "proficient" 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 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	2018 GMAS Mathematics	0	1/0/00	1 - Oral Report to BOE	In Progress
<a href="#">MLGES-Social Studies</a>	28 0	The 2017 GMAS data revealed 55% of all students in grade 5 performed at the "proficient" level and above on the social studies EOG.	To increase the percentage of students in grade 5 performing at the "proficient" level and above 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	2018 GMAS Social Studies	0	1/0/00	1 - Oral Report to BOE	In Progress
<a href="#">MLCES-ELA</a>	29 Mary Lee Clark Elementary School	The 2017 GMAS data revealed 41% 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 41% 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	2018 GMAS ELA EOG	0	5/31/18	1 - Oral Report to BOE	In Progress
<a href="#">MLCES-Math</a>	30 Mary Lee Clark Elementary School	The 2017 GMAS data revealed 30% 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 30% to 27%.	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	2018 GMAS Math EOG	0	5/31/18	1 - Oral Report to BOE	In Progress
<a href="#">MLCES-Social Studies</a>	31 Mary Lee Clark Elementary School	The 2017 GMAS data revealed 70% of all students in 5th grade performed below the "proficient" performance level on the Social Studies EOG.	To reduce the % of students performing below the "proficient" level in Social Studies on the 2018 EOG from 70% 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	2018 GMAS Social Studies EOG	0	5/31/17	1 - Oral Report to BOE	In Progress
<a href="#">MHES-ELA</a>	32 Matilda Harris Elementary School	The 2017 GMAS data revealed 46% of students in grades 3-5 performed in the "proficient" or "distinguished" levels on the ELA EOG.	To increase the percentage of students performing at the "proficient" or "distinguished" levels in ELA on the 2018 GMAS from 46% to 49%.	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	2018 GMAS EOG ELA	0	6/4/18	1 - Oral Report to BOE	In Progress
<a href="#">MHES-Math</a>	33 Matilda Harris Elementary School	The 2017 GMAS data revealed 61% of students in grades 3-5 scored at the "proficient" or "distinguished" levels on the Mathematics EOG.	To increase the percentage of students in grades 3-5 performing at the "proficient" or "distinguished" levels in Mathematics on the 2018 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	2018 GMAS EOG Mathematics	0	6/4/18	1 - Oral Report to BOE	In Progress
<a href="#">MHES-Lexile</a>	34 Matilda Harris Elementary School	The 2017 GMAS data revealed 85% of students in grades 3-5 performed at or above grade level on Reading domain of the ELA EOG.	To increase the students in level 2 from 85% to 88% on the 2018 reading portion of the 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	2018 GMAS EOG ELA-Reading Domain	0	6/4/18	1 - Oral Report to BOE	In Progress
<a href="#">SMES-ELA</a>	35 St. Marys Elementary School	The 2017 GMA ELA data revealed 47% of all FAY students in 3-5 scored at proficient or distinguished levels.	Increase the percentage of students scoring at proficient and distinguished from 47% 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	2018 GMAS EOG ELA	0	1/0/00	1 - Oral Report to BOE	In Progress
<a href="#">SMES-Math</a>	36 St. Marys Elementary School	The 2017 GMAS math data revealed 58% of all FAY students in grades 3 - 5 scored at proficient or distinguished levels.	Increase the percentage of students scoring at proficient and distinguished 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	2018 GMAS EOG Math	0	1/0/00	1 - Oral Report to BOE	In Progress
<a href="#">SMES-Science</a>	37 St. Marys Elementary School	The 2017 GMA science data revealed 42% of all FAY students in 5th grade scored at proficient or distinguished levels.	Increase the percentage of students scoring at proficient and distinguished from 42% 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	2018 GMAS EOG Science	0	1/0/00	1 - Oral Report to BOE	In Progress
<a href="#">SMMS-ELA</a>	38 St. Marys Middle School	An analysis of the 2017 Georgia Milestones Assessment System data revealed that approximately 47% of all students are performing at the "proficient" or "distinguished" performance levels on the ELA EOG.	To increase ELA GMAS performance levels at the "proficient" or "distinguished" levels from 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	2018 GMAS ELA	0	1/0/00	1 - Oral Report to BOE	In Progress
<a href="#">SMMS-Math</a>	39 St. Marys Middle School	An analysis of the 2017 Georgia Milestones Assessment System data revealed that approximately 48% of all students are performing at the "proficient" or "distinguished" performance levels on the math EOG.	To increase math GMAS performance levels at the "proficient" or "distinguished" levels from 48% to 51% 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	2018 GMAS math	0	1/0/00	1 - Oral Report to BOE	In Progress

**Camden County Schools**  
**Outcome Based Continuous Improvement Plan**  
**Actions Plans Due 8/18/18**  
**Summary Report 2/19/2018**

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="#">SMMS-Social Studies</a>	40 St. Marys Middle School	An analysis of the 2017 Georgia Milestones Assessment System data revealed that approximately 39% of all students are performing at the "proficient" or "distinguished" performance levels on the social studies EOG.	To increase social studies GMAS performance levels at the "proficient" or "distinguished" levels from 39% to 42% 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	2018 GMAS Social Studies	0	1/0/00	1 - Oral Report to BOE In Progress
<a href="#">SES-ELA</a>	41 Sugarmill Elementary School	The 2017 GMAS data revealed 58% 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 2018 EOG from 58% 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	2018 GMAS EOG ELA	0	6/1/18	1 - Oral Report to BOE In Progress
<a href="#">SES-Math</a>	42 Sugarmill Elementary School	The 2017 GMAS data revealed 64% 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 math on the 2018 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	2018 GMAS EOG Math	0	6/1/18	1 - Oral Report to BOE In Progress
<a href="#">SES-Sci-SS</a>	43 Sugarmill Elementary School	The 2017 GMAS data revealed 65% and 57% of all students in grade 5 performed at "proficient" or "distinguished" levels on the Science and Social Studies EOG.	To increase the percentage of students performing in the "proficient" or "distinguished" levels on the 2018 EOG from by 3% (68% Science/60% Social Studies).		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	2018 GMAS EOG Science/Social Studies	0	6/5/18	1 - Oral Report to BOE In Progress
<a href="#">WES-ELA</a>	44 Woodbine Elementary School	The 2017 GMAS data revealed 62% of all students in grades 3-5 performed below the "proficient" performance level on the ELA EOG.	Increase the % of students performing above the "proficient" level in ELA on the 2018 EOG from 38% to 41%.		1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2018 GMAS EOG ELA	0	6/5/18	1 - Oral Report to BOE In Progress
<a href="#">WES-Math</a>	45 Woodbine Elementary School	The 2017 GMAS data revealed 55% of all students in grades 3-5 performed below the "proficient" performance level on the Math EOG.	Increase the % of students performing above the "proficient" level in math on the 2018 EOG from 45% to 48%.		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	2018 GMAS EOG Math	0	6/5/18	1 - Oral Report to BOE In Progress
<a href="#">WES-Content</a>	46 Woodbine Elementary School	The 2017 GMAS data revealed 68% of all students in grades 3-5 performed below the "proficient" performance level on the Science and Social Studies EOG.	Increase the % of students performing above the "proficient" level in science and social studies on the 2018 EOG from 32% to 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	2018 GMAS EOG Science and Social Studies	0	6/5/18	1 - Oral Report to BOE In Progress

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Central Office

**Critical Issue:** The FY17 GMAS performance revealed that more than 49% 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 EOG/EOC from 49.8 to 52.8 (ES), 46.3 to 49.3 (MS), & 58 To 61 (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)** FY18 GMAS EOG/EOC ELA

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

**Final Report Date:** 6/1/2018      **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 I	Oct 26; Jan 25; Mar 22	NA	60, 70, & 80% of students scoring 70 % or higher 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 I	Oct 26; Jan 25; Mar 22	NA	60, 70, & 80 % of students meeting EOY targets
ELA teachers in grades 6-8 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.	P. Davis	Focus Area I	Oct 26; Jan. 25; Mar 22	Title I GCA	70% of students meeting levels 3 & 4 on the GCA writing assesslets;
Teachers will create differentiated lessons to improve Lexile performance in grades 6-8, & 11 and monitor Lexile growth goals to improve EOG/EOC Lexile performance.	P. Davis	Focus Area I	Oct. 26, Jan. 25, Mar. 22	NA	80% of students meeting RI individual targets
American Literature and 9th grade literature teachers 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.	P. Davis	Focus Area I	Oct. 26, Jan. 25, Mar. 22	NA	80% of students scoring 70 pts or higher to demonstrate mastery
SWD teachers will conduct ASPIRE student-led conferences to promote student self-advocacy in ELA.	V. Melton	Focus Area I	Oct 26; Feb. 22; May 24	Aspire training materials	increase % of IEP awareness per Fall ASPIRE Survey by 25%
Teachers will administer Narrative and Informational Assesslets in grades 3-5	T. Tucker	Focus Area I	Sept 28; Jan. 25	Title I GCA	70% of students scoring 3 & 4 (Narrative) & 2-4 (Infor) on the GCA writing assesslets

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Central Office

**Critical Issue:** The FY17 GMAS performance revealed that approx. 45% of students in grades 3-12 are performing below the proficient performance level on the Math 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 Math EOG/EOC from 60.8 to 63.8 (ES), 46.59 to 49.59 (MS), & 52 To 55 (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)** FY17 GMAS Math EOG/EOC

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

**Final Report Date:** 6/1/2018      **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 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 I	Nov 16; April 26	NA	60, 70, & 80% of students scoring 70 % or higher to demonstrate mastery
Teachers will create differentiated lessons to improve quantile performance in grades 1-5 and monitor MI growth goals.	T. Tucker	Focus Area I	Oct 26; Jan 25; Mar 22	NA	60, 70, & 80 % of students meeting MI EOY targets
Teachers will create differentiated lessons to improve quantile performance in grades 6-8 and monitor MI growth goals.	P. Davis	Focus Area I	Oct. 26, Jan. 25, Mar. 22	NA	80 % of students meeting MI individual targets
Math teachers in grades 6-8 will administer common assessments based upon the pacing to identify the needs of all student and apply interventions based on the level of student performance.	P. Davis	Focus Area I	Oct. 26, Jan. 25, Mar. 22	NA	80% of students scoring 70 pts or higher to demonstrate mastery
Geometry and Coordinate Algebra teachers 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.	P. Davis	Focus Area I	Oct. 26, Jan. 25, Mar. 22	NA	80% of students scoring 70 pts or higher to demonstrate mastery
SWD teachers will conduct ASPIRE student-led conferences to promote student self-advocacy in Math.	V. Melton	Focus Area I	Oct 26; Feb. 22; May 24	Aspire Training Materials	increase % of IEP awareness per Fall ASPIRE Survey by 25%

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Central Office

**Critical Issue:** The FY17 GMAS performance revealed that approx. 50% of students in grades 3-12 are performing below the proficient performance level on the Social Studies 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 Social Studies EOG/EOC from 39.5 to 42.5 (ES), 40.2 to 43.2 (MS), & 63 To 66 (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)** FY18 GMAS Social Studies EOG/EOC

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

**Final Report Date:** 6/1/2018      **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 3-5 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 15; April 26	NA	60, 70, & 80% of students scoring 70 % or higher to demonstrate mastery
SS teachers in grades 6-8 will administer common assessments based upon the pacing to identify the needs of all student and apply interventions based on the level of student performance.	P. Davis	Focus Area I	Oct. 26, Jan. 25, Mar. 22	NA	80% of students scoring 70 pts or higher to demonstrate mastery
Economics and US History teachers will provide differentiated instructional opportunities based upon the needs of struggling students to improve the level of student performance.	P. Davis	Focus Area I	Oct. 26, Jan. 25, Mar. 22	NA	80% of students identified scoring 70 or higher using pre and mid formative assessments
SWD teachers will conduct ASPIRE student-led conferences to promote student self-advocacy in Social Studies.	V. Melton	Focus Area I	Oct 26; Feb. 22; May 24	Aspire Training Materials	increase of 5, 15, 25% of IEP awareness per Spring ASPIRE Survey results

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Central Office - Personnel

**Critical Issue:** There were 78 employee injuries reported during the 2016-17 school year of which 23 (29%) were treated by a physician.

**S.M.A.R.T. Objective:** Reduce the number of employee injuries by 10% from 78 to 71 and injuries treated by a physician by 20% from 23 to 19 by the end of the 2017-18 school year.

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

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

**Performance Indicator:  
(Lagging Indicator)** 2018 Employee Injury Report

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

**Final Report Date:** 6/30/2018      **Report Format:** 3 - Written Summary to Focus Area Work Team      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Safety training tips provided to new certified staff, food service, bus drivers and special education personnel incorporated in Mindset refresher training	M. Wright, D. Dimsdale, V. Melton	Jon Miller	07/24/17	2017 Employee Accident data	75% reduction-new employees having accidents when comparing FY17 & FY18 new employee accident data
Safety Walkthroughs of facilities conducted to include external safety representative	J. Miller, M.Blackerby, Ga.Srvs. Rep.	Focus Group	10/27, 1/30, 4/30	Walkthrough data	25% reduction in safety hazards when comparing previous walkthrough data during the year.
Additional safety professional learning opportunities will be provided to employees with recurring injuries	Jon Miller	Focus Group	10/27, 1/30, 4/30	Ga.Admin.Srvs. & Internet Safety Materials	50 % reduction-multiple injuries when comparing multiple year trend data from FY17 & FY18
Quarterly report out of accident data at admin./principals' mtgs.	Jon Miller	Admin./Princ. Groups	10/4, 1/3, 4/11	2018 Employee Accident data	10% reduction- FY17 & FY18 accident data comparison



## Camden County Schools Action Plan 2017-2018

**School/Dept:** Central Office - Student Services

**Critical Issue:** The FY18 CCRPI attendance indicator will measure the percent of students in grades K-12 absent less than 10% of enrolled days. The analysis attendance rate per this measure was 85.5% for 2017.

**S.M.A.R.T. Objective:** To increase the FY18 CCRPI student attendance indicator from 85.5% to 90%.

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

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

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

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

**Final Report Date:** 6/11/2017      **Report Format:** 3 - Written Summary to Focus Area Work Team      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Student Information Operators will be updated on appropriate coding of absences, tardies and five day attendance letters.	Chris McManigal	Focus Area 3	09/28/17	Data Collection Codes	100% correction of incorrect coding errors per month
"Help A Child Smile" mobile dental program will be scheduled to provide dental services for the economically disadvantaged students throughout the 2017-2018 year.	Denise Clements Bianca Booker	Focus Area 3	10/26/17 1/31/18 3/29/18	Debra Lee	75% of students who qualify participating by May
"School To Go or Not To Go" letter will be sent out through school messenger on the dates that progress reports go home (9/13, 11/15, 2/7).	McManigal Clements	Focus Area 3	9/28/17 11/30/17 3/1/17		10% reduction in absences each month as compared to FY17
Monitor monthly attendance of ED,SWD, EL, and Foster Care/Homeless students to determine supports needed including school social workers as a resource.	Focus Area 3	Adm. Group Principals	10/4/17 12/6/17 2/7/18 4/4/18	PowerSchool Attendance Report	100% of the selected students to meet the 2018 CCRPI indicator as indicated by monthly attendance reports

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Central Office - Finance

**Critical Issue:** The 2016 GA DOE Star Rating revealed that Camden County Schools received 4 out of 5 stars. (CONTINUATION FROM FY 17)

**S.M.A.R.T. Objective:** To increase the star rating from 4 stars to 5 stars by June 30, 2018. (LATEST DATA AVAILABLE AT THIS TIME)

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

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

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

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

**Final Report Date:** 6/30/2018      **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
Upon release of the 2017 data, A Eason will analyze the FESR reports to determine PPE reduction amount needed to improve the current rating. The new year budget allocations will be adjusted accordingly prior to budget submissions in function/SBB.	A Eason	Supt	12/01/17		Calculation for PPE reductions; FY 19 budget documents which reflect the reduction allotted; FY 18 & fy 19 budget documents
Upon release of the 2017 data, A Eason will analyze the FESR reports to determine if any account changes need to be made for fiscal year 2018. (monitoring)	A Eason	Supt	12/01/17		GA DOE Financial Report Cards
During January and February, A Eason will discuss any needed changes with appropriate CCS staff (I.E. program or project manager) to ensure FY19 budget process reflects necessary changes. ( monitoring)	A Eason	Supt	02/28/18		GA DOE Financial Report Cards
During January and February, A Eason will discuss any needed changes with appropriate CCS staff (I.E. program or project manager) to ensure FY17 as well as the FY18 budget process reflects necessary changes. (monitoring)	A Eason	Supt	03/31/18		GA DOE Financial Report Cards/FY 19 budget documents

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Central Office

**Critical Issue:** FY16 Lunch Participation data revealed that 62.1% of students participate in the lunch program.

**S.M.A.R.T. Objective:** Increase the percentage of student participation by 3% for a total of 65.1%.

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

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

**Performance Indicator:  
(Lagging Indicator)** FY 18 Lunch Participation & Cost Report: System Level

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

**Final Report Date:** 6/28/2018      **Report Format:** 3 - Written Summary to Focus Area Work Team      **Status:** \_\_\_\_\_

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Use website and social media to further parental awareness of cafeteria offerings and events.	F/R Clerk	Director	11/1, 12/1, 2/1, 3/1	Website	Facebook Summary of Post
Implement Mystery Diner Program	Manager Trainer	Director	02/09/18	Meals, Dining Coupons, Surveys	Survey Results
Update menu items to meet student preferences and Use seasoning blends and flavor stations to enhance taste of food	Lunchroom Managers	Manager Trainer	02/27/18	Food, menus, recipes	Production Records showing 10% increase in targeted items
Offer incentive to employee to increase participation by 3% per school	Cafeteria Assistant	Cafeteria Managers	06/25/18	school nutrition funds	Lunch Cost and Participation Report

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Central Office

**Critical Issue:** A review of the SchoolDude incident data shows that Average Days Aged for Open Incidents is at 61.81 Days

**S.M.A.R.T. Objective:** To reduce the Average Days aged for Open Incidents metric by 10 days to 51.86 by 5/30/2018

**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 Reports

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

**Final Report Date:** 6/30/2018      **Report Format:** 2 - Written Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Meet with technicians to discuss causes / possible solutions to lowering open incident times	J. Bailey	FA IV	08/21/17		Calendar Event
Train technology interns in how to use SchoolDude to update / close calls	Celeste / Yvonne	J. Bailey	09/01/17		E-mail from Celeste / Yvonne
Streamline parts ordering to reduce wait times when parts are needed / increase stock of frequently used parts.	J. Bailey	FA IV	Ongoing		Fewer devices waiting for parts
Meet monthly with technicians to review data	J. Bailey	FA IV	3rd Friday of each month		Calendar Event

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Central Office - Transportation

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

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

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

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

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

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

**Final Report Date:** 8/1/2018      **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
Continue to revise bus routes using Versatrans software.	Dwayne Dimsdale	Focus Area 4 team	10/26,11/30, 1/25,2/22, 3/29	Versatrans Tech Support	Total mileage report. Total number of drivers required to complete routes
Implement 247 Security Inc. Touchdown System	Mike Blackerby	Focus Area 4 team	10/26,11/30, 1/25,2/22, 3/29		Number of buses with working WiFi connection.
Implement Fuelmaster/AIM system	Dwayne Dimsdale	Focus Area 4 team	10/26,11/30, 1/25,2/22, 3/29		% of buses currently using system. Efficiency Report, Idle Time Report
Track past three years of extracurricular trip expenses. Revise trip estimation sheet, if necessary.	Mike Blackerby	Focus Area 4 team	10/26,11/30, 1/25,2/22, 3/29		Trip Expense Report

## Camden County Schools Action Plan 2017-2018

<b>School/Dept:</b>	Central Office
<b>Critical Issue:</b>	The 2017 Georgia Parent Survey revealed an average of 84 % of parents were in agreement with the items surveyed on questions 12, 14, 16 and 17.
<b>S.M.A.R.T. Objective:</b>	To increase the average percent of parent agreement responses on questions 12, 14, 16 and 17 from 84% to 87 % on the 2018 Georgia Parent Survey.
<b>Strategic Focus Area:</b>	5. Strong Parental and Community Support: Increase stakeholder understanding, trust and support of public schools.
<b>CCS Goal:</b>	Goal 5.2 Stakeholder trust and confidence in schools and the system
<b>Performance Indicator: (Lagging Indicator)</b>	2018 Georgia Parent Survey
<b>Outcome:</b>	
<b>Final Report Date:</b>	6/1/2018
<b>Report Format:</b>	2 - Written Report to BOE
<b>Status:</b>	In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
To increase favorable parent survey responses and garner parent/family support, schools will advertise student acknowledgement activities on the school website.	Principals	Denise Cato	10/30, 12/18, 3/30, 5/18	School website	The number of acknowledgement activities advertised on websites
To increase favorable parent survey responses and to develop welcoming partnerships with parents/families, PBIS Family Initiatives will be shared at monthly PBIS Coaches meetings.	D. Cato	R. Gillette	Second Thursday of each month	PBIS Modules	The number of initiatives shared at meetings and redelivered at schools
To increase favorable parent survey responses and promote PBIS awareness, P. Floyd will create a PBIS school newsletter template for PBIS expectations and a "PBIS Corner" module for school websites.	P. Floyd	D.Cato	9/1/17, 12/1, 3/1/18 & 5/1	PBIS Modules	The number of school websites uploading the expectations and modules
To increase favorable parent survey responses and build interpersonal relationships with parents/families, principals will submit their school's list of acknowledgements.	Principals	Denise Cato	05/18/18	School info	The number of compiled list of acknowledgements
To increase parent survey participation, identify the schools with the lowest survey participation rate and encourage the schools to more closely monitor the rate of return.	C. McManigal	Denise Cato	First day of each month- 9/1- 3/30	Climate Survey	The % of survey participation rate on monthly log
To increase stakeholder awareness and distinction between various surveys, the system and school websites will clearly identify the title, due date and purpose of survey.	P. Floyd	Denise Cato	09/01/17	School website	The number of websites advertising the surveys. Screenshot school website
Conduct quarterly CCS Parent Teacher Team Mtgs. to increase parent understanding of behavior expectations.	T. Gibbs	Denise Cato	2/18 and 4/18	CCS P-T Team Modules	The number of parents participating in the CCS P-TT Meetings

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Camden County High School

**Critical Issue:** The EOC data revealed that 53% of students scored at the Proficient or Distinguished Level on the Analytic Geometry EOC.

**S.M.A.R.T. Objective:** To increase the percentage of students performing at proficient and distinguished learner levels in Analytic Geometry on the EOC by 3% from 53% to 56%.

**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 18 EOC Data

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

**Final Report Date:** 6/5/2018      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Utilize contracted service teachers to remediate learning in small groups during the school day.	Melanie Sutton	Joi Martin	9/18, 10/06, 10/23, 11/2, 11/16	contracted services tutors	80% of students scoring 70 or above on formative assessments and reassessments
Utilize FEV Tutoring program in selected support classes and for individual at-home tutoring to close skill gaps.	Joanne Fry	Keith Cloud	9/25, 1/11, 5/18	FEV program	80% of students scoring 70 or above on formative assessments and reassessments
Administer frequent, standards-based formative assessments to monitor student progress.	Joanne Fry	Keith Cloud	8/15, 8/24, 9/15, 10/5, 10/20, 11/1, 11/15	Benchmark assessment, or other PS assessment	80% of students scoring 70 or above on formative assessments and reassessments

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Camden County High School

**Critical Issue:** The FY17 CNA revealed 17.3% of students missed 15 or more days for FY16 on the CNA School Report.

**S.M.A.R.T. Objective:** To decrease the percentage of students missing more than 15 days from 17.3% to 14.3%

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

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

**Performance Indicator:  
(Lagging Indicator)** CNA School Report

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

**Final Report Date:** 6/5/2018      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Implement PBIS framework consistently to reinforce positive norms.	Dr. Roberts	Dr. Tucker	September 25, January 11, May 29	PBIS/Project Provides	Decrease the percentage of students receiving TTS/TTC referrals by 3% as documented in EdHandbook
Exemption on final exam for Non -EOC courses for students missing 3 days or fewer as an attendance incentive.	Keith Cloud	Dr. Tucker	January 8th	PBIS/Project Provides	70% of students miss 3 days or fewer as documented in PowerSchool Attendance Report
Students will receive a letter when they reach 5 Excused/Unexcused absences as a reminder that future absences will result in the removal of extra-curricular activities.	Keith Cloud	Dr. Tucker	5th of each month	N/A	Decrease the percentage of students receiving 10 day letters by 20% as documented in PS Attendance Report.



## Camden County Schools Action Plan 2017-2018

**School/Dept:** Camden County High School

**Critical Issue:** The 2017 EOC data revealed that 60% of students scored at the Proficient or Distinguished Level on the Ninth Grade Literature EOC.

**S.M.A.R.T. Objective:** To increase the percentage of students performing at the proficient and distinguished levels in Ninth Grade Literature by 3% 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)** 2017-18 Ninth Grade Literature EOC Data

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

**Final Report Date:** 6/5/2018      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Administer frequent, skills-based writing and reading formative assessments to monitor student progress.	Rika Dow	Joi Martin	8/18, 9/8, 10/6, 10/20, 11/10	Benchmark assessment and PS writing assign	80% of students scoring 70 or higher on formative assessments and reassessments
Utilize contracted services teachers to remediate learning in small groups during the school day.	Melanie Sutton	Joi Martin	9/25, 10/9, 10/23, 11/13	contracted service tutors	80% of students scoring 70 or higher using formative assessments and reassessments
Modify course sequence for students who scored Levels 1 and 2 on 8th grade EOG to allow more time for growth prior to summative 9th Lit. EOC assessment.	Rika Dow	Joi Martin	07/01/17	Scholastic Reading Inventory (RI)	Increase the average lexile for this population from 934 to 1000.

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Camden Middle School

**Critical Issue:** The 2017 Georgia Milestones Assessment System EOG data revealed that 45.46% students in grades 6-8 scored at the proficient and distinguished levels in English Language Arts.

**S.M.A.R.T. Objective:** Increase the percentage of 6-8 grade students designated as proficient or higher on the GMAS ELA EOG from 45.46% in 2017 to 48.46% in 2018.

**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)** 2018 Georgia Milestones ELA EOG

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

**Final Report Date:** 6/1/2018      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Language arts teachers grades 6-8 will remediate at-risk students based on the level of student performance in small groups weekly.	Melissa Halstead	McCarter	Dec 8, Mar 30	SBB, Title I, IE	80% of students mastering 70% of standards or more on MAs
Language Arts teachers will implement weekly writing to improve writing performance.	Halstead	Massey	Dec 1, Mar 2	Title I	80% of students meeting targets per assesslets
Language Arts teachers will implement activities based on best practices to improve lexile performance	Massey	McCarter	Oct 27, Feb 23	Title I	80% showing 70 points or more growth on RI Growth Goals Report

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Camden Middle School

**Critical Issue:** The 2017 Georgia Milestones Assessment System EOG data revealed that 45.3% students in grades 6-8 scored at the proficient and distinguished levels in math.

**S.M.A.R.T. Objective:** Increase the percentage of 6-8 grade students designated as proficient or higher on the GMAS Math EOG from 45.3% in 2017 to 48.3% in 2018.

**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)** 2018 GMAS Math EOG

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

**Final Report Date:** 6/1/2018      **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 grade 6-8 will remediate at-risk students based on level of student performance in small groups, weekly.	Melissa Halstead	Brimhall	Nov 3, Mar 2	SBB, Title I, IE	80% of students mastering 70% of standards or more on Mastery Assessments
Teachers will implement strategies provided during professional learning activities in to instructional practice.	Brimhall	McCarter	Dec 8, Feb 23, April 30	Title I, Title II, IDEA	100% of teachers in PD show evidence of implementation in walk thrus, lesson plan audits
Math teachers will implement weekly writing tasks.	Brimhall	McCarter	Oct 27, Feb 23	Title I, Title II	100% of teachers will include writing weekly in lesson plan audits and walk throughs

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Camden Middle School

**Critical Issue:** Students as CMS missed a total of 831 instructional days in 2016-2017 school year due to placement in ISS.

**S.M.A.R.T. Objective:** Decrease the number of days served in ISS by 4% from 831 days in 16-17 to 798 days in 17-18

**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)** 2018 ISS totals

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

**Final Report Date:** 6/1/2018      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
The PBIS team will analyze Educator's Handbook data on a monthly basis to determine problem areas and address	Aviles	McCarter	8/15,9/12,10/2,11/6,12/4,1/8,2/5,3/5,4/9,5/7	Educator's Handbook, PBIS coach training	Number of days served each month average <83 to be on track
The school will display PBIS expectations in all general areas and classrooms	Aviles	McCarter	8/15,9/12,10/2,11/6,12/4,1/8,2/5,3/5,4/9,5/7	PBIS Walkthroughs	Visual inspections done monthly
The counselors and teachers will utilize the RTI process to assist with academic and social issues identified by student performance in the class room and behavior reports in Educator's Handbook.	Walker	McCarter	10/11,11/15,12/12,1/17,2/14,3/14,4/11	Title I, contracted services	RTI meeting minutes, Educators Handbook data, Academic progress

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Crooked River Elementary School

**Critical Issue:** The 2017 GMAS EOG revealed that 55% 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 2018 ELA GMAS EOG from 55% to 58%.

**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)** 2018 ELA GMAS 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
1. ELA teachers will incorporate a writer's workshop strategies technique (unpack respond prompt, exemplar, checklist/rubric, feedback, goal setting)	I. Patterson, T. Schwarting, S. Haynie	TLS: K. Jones	10/4, 11/3, 1/3, 5/17	State PL \$, Title I/GCA Assesslets	<b>Checklist of: understanding Goal: 80% have 15% increase each admin.</b>
2. ELA teachers will utilize Lexile appropriate instructional materials (50L above the student's baseline L) through the use of flexible groups during differentiated instruction time (SD) a minimum of three times a week.	K-5 ELA teachers	TLS: K. Jones	10/4, 11/3, 1/3, 5/17	RI, Title I	Percent of student's meeting individual RI Goals per goal setting chart (60%, 80%, 100%)
3. Contracted services personnel will incorporate ELA intervention strategies each Monday-Thursday.	EIP: Virginia Wagner	Principal: S. Thorpe	11/3, 1/3, 3/2	Title I, Instructional Ext	Percent of student's meeting individual RI Goals per goal setting chart (60%, 80%, 100%)

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Crooked River Elementary School

**Critical Issue:** The 2017 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 2018 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)** 2018 ELA GMAS 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
1. Math teachers will implement formative and summative data reviews to design instruction and measure content mastery.	3-5: J. Klein, T. Jones, L. Sarver, K-2 teachers	TLS: K. Jones	10/4, 11/3, 1/3, 3/2	Formative Assessments, Common Assessments, MI	65% of student's scoring 70% or more on each post assessment.
2. Math teachers will implement writing to learn daily (mathematical constructed response: unpack, respond to prompt, solve problem)	3-5: J. Klein, T. Jones, L. Sarver, K-2 teachers	TLS: K.Jones	10/4, 11/3, 1/3, 3/2	Title I, DOE sampler	Checklist of: understanding prompt, developing leads, evidence, and closing - 3 of 4.
3. Contracted services personnel will incorporate math intervention strategies each Monday-Thursday.	EIP: V. Wagner	Principal: S. Thorpe	11/3, 1/3, 3/2	Title I	Percent of student's meeting individual Goals per goal setting chart (60%, 80%, 100%)

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Crooked River Elementary School

**Critical Issue:** The 2017 GMAS EOG revealed that 41% of students in grades 3-5 scored at the proficient and or distinguished levels in Social Studies.

**S.M.A.R.T. Objective:** To increase the percent of students scoring at the proficient and distinguished learner levels on the 2018 Social Studies GMAS EOG from 41% to 44% .

**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)** 2018 GMAS EOG

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

**Final Report Date:** \_\_\_\_\_ **Report Format:** 2 - Written Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
1. Social studies teachers will implement writing to learn daily (close reading, summarize, answer prompt, ticket out the door, journal entries, interactive notebook)	3-5: K. Tanner, J. Smith, K. Watkins	TLS: K. Jones	9/25, 11/6, 1/3	DOE resources	Checklist of: understanding prompt, developing leads, evidence, and closing - Goal of 15% increase each administration.
2. Social Studies teachers will implement formative and common assessment data reviews to design engaging instruction and measure content mastery.	Kami Tanner, Joan Smith, Konya Watkins	Principal: S. Thorpe	9/25, 11/6, 1/3	County common assessments, formative assessments	50% of students scoring 70% or more on formative and common assessments.

## Camden County Schools Action Plan 2017-2018

**School/Dept:** David L. Rainer Elementary School

**Critical Issue:** The 2017 GMAS data revealed that 54% of all students in grades 3-5 are performing at the proficient and distinguished performance level on the ELA EOG.

**S.M.A.R.T. Objective:** To increase the percentage of students scoring at the proficient and distinguished performance levels in ELA on the 2018 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)** 2018 GMAS ELA

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

**Final Report Date:** 5/1/2018      **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 begin Lexile goal setting conferences with students to select appropriate materials that both meet and challenge students for growth.	Blair	Milstead and Thomas/ELA teachers	9-12,11-14,2-6,4-24	N/A	80% of students meeting RI individual targets
Teachers will vertically collaborate monthly to address priority standards, and writing gaps between grade levels emphasizing understanding the prompt, good leads, evidence in details and closings.	K--2 teachers, Douylliez Williams, Haag,	Vertical teams	10-10,1-9, 3-21, 4-25	Assesslets, Title I	80% of students are able to understand three out of the four focus skills.
Contract service tutors will daily remediate lowest performing standards in reading with students that are performing below grade level.	Lori Thomas	Milstead	9-12,11-14,2-6,4-24	Title I, Instructional Extension	80% of students meeting RI individual targets



## Camden County Schools Action Plan 2017-2018

**School/Dept:** David L. Rainer Elementary School

**Critical Issue:** The 2017 GMAS data revealed that 58% of all students in grades 3-5 are performing at the proficient and distinguished performance level on the math EOG.

**S.M.A.R.T. Objective:** To increase the percentage of students scoring at the proficient and distinguished levels in math on the 2018 EOG from 58% to 61%.

**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)** 2018 GMAS Math

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

**Final Report Date:** 5/1/2018      **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 incorporate Number Talks daily in lessons to establish math dialogue among students and with teacher.	K-5 Math teachers	Milstead and Thomas	10-10,1-9, 3-21, 4-25	B. Lance	80 % of students are able to problem solve using more than one strategy.
Weekly, teachers will incorporate writing strategies from professional learning to encourage journal writing and expression in math.	Beckham, Lance, David	Milstead and Thomas	10-10,1-9, 3-21, 4-25	Blair, Title I	80 % of students are able to communicate problem solving effectively in journals.
To help maintain skills and build fluency, teachers will daily incorporate maintenance skills through manipulatives that include fractions, measurement and geometry.	Beckham, Lance, David	Milstead and Thomas	9-12,11-14,2-6,4-24		80% of students meeting MI individual targets.
Contract service tutors will daily remediate lowest performing standards in math with students that are performing below grade level.	Contract service tutors	Milstead and Thomas	9-12,11-14,2-6,4-24		80% of students meeting MI individual targets.

## Camden County Schools Action Plan 2017-2018

**School/Dept:** David L. Rainer Elementary School

**Critical Issue:** The 2017 GMAS data revealed that approximately 41% of students in 5th grade are performing at the proficient and distinguished performance level on the Social Studies portion of the Georgia Milestones Assessment.

**S.M.A.R.T. Objective:** To increase the percentage of students scoring at the proficient and distinguished levels in social studies on the 2018 EOG from 41% to 44%.

**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)** 2018 GMAS Social Studies

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

**Final Report Date:** 5/1/2017      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Increase informational reading and vocabulary development in ELA and Social Studies content classes.	Douylliez and Heatherly	Milstead	9-12,11-14,2-6,4-24		80% of students meeting RI individual targets
Teacher will unpack standards and use pacing charts to develop differentiated instruction to meet individual student needs.	Heatherly	Milstead	9-12,11-14,2-6,4-24		80% of students will meet a proficient level on unit and common assessments.
ELA and Social Studies teachers will incorporate common and consistent writing strategies emphasizing understanding the prompt, good leads, evidence in details and closing.	Heatherly and Douylliez	Milstead	9-12,11-14,2-6,4-24	Blair/Title I	80 % of students are able to understand three out of four focus skills.

# Camden County Schools Action Plan 2017-2018

**School/Dept:** Kingsland Elementary School

**Critical Issue:** The 2017 GMAS EOG data revealed 57% of all students in grades 3-5 performed at the "proficient" or "distinguished" learner levels on the ELA EOG.

**S.M.A.R.T. Objective:** Increase the percentage of students scoring at the "proficient" or "distinguished" learner level in ELA on the 2018 EOG from 57% to 60%.

**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)** 2018 GMAS EOG ELA

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

**Final Report Date:** 6/5/2018      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers and leaders will develop and utilize content-based menus of research-based practices to promote learning and engagement in ELA.	ELA Teachers	Principal, TLS, Tch Leaders	Sept 29, Nov 6, Dec 1, Jan 17	Research Reports	60% of students scoring 70% or higher on CA
Teachers will implement daily reading, writing, and skill practice utilizing myOn, Google Documents, and Study Island to enhance learning.	ELA Teachers	Principal, TLS	Sept 29, Nov 6, Dec 1, Jan 17	Title I Funds, Technology Software	60 % of students scoring 70% or higher on CA
Teachers will adjust pacing to allow for remediation and acceleration with teachers and interventionists in ELA.	ELA Teachers	Principal, TLS, Tch Leaders	Sept 26, Nov 28, Jan23, Mar 20	Pacing Charts	60% of students scoring 70% or higher on CA
Teachers will share, analyze, and adjust formative assessment process during learning communities to enhance learning.	ELA Teachers	Principal, TLS, Tch Leaders	Sept 26, Nov 28, Jan23, Mar 20	Research Reports	60% of students scoring 70% or higher on CA
One interventionist will be assigned to each grade level to assist with remediation and acceleration.	ELA and Math Teachers	Principal, TLS	Jan23, Mar 20	Title I Funds	60% of students scoring 70% or higher on CA

# Camden County Schools Action Plan 2017-2018

**School/Dept:** Kingsland Elementary School

**Critical Issue:** The 2017 GMAS data revealed 74% of all students in grades 3-5 students performed at the "proficient" or "distinguished" learner levels on the Math EOG.

**S.M.A.R.T. Objective:** Increase the percentage of students performing at the "proficient" or "distinguished" learner levels in math on the 2018 EOG 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)** 2018 GMAS EOG Math

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

**Final Report Date:** 6/5/2018      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Kindergarten through second grade teachers will vertically plan with third through fifth grade teachers to enhance instruction and student growth.	Math Teachers	Principal, TLS, Tch Leaders	Nov 28, Mar 20, April 3	N/A	60% of students scoring 70% or higher on CA
Administrators and teachers will identify gaps between all grade level standards during vertical planning sessions and implement a plan to address gaps to promote learning.	Math Teachers	Principal, TLS, Tch Leaders	Nov 28, Mar 20, April 3	N/A	60% of students scoring 70% or higher on CA
Teachers will utilize technology to implement daily maintenance and skill practice.	Math Teachers	Principal, TLS	Nov 28, Mar 20, April 3	Title I, Technology Software	60% of students scoring 70% or higher on CA
Teachers will adjust pacing to allow for remediation and acceleration with teachers and interventionists.	Math Teachers	Principal, TLS, Tch Leaders	Nov 28, Mar 20, April 3	Research Report	60% of students scoring 70% or higher on CA

# Camden County Schools Action Plan 2017-2018

**School/Dept:** Kingsland Elementary School

**Critical Issue:** The 2017 GMAS data revealed 55% of all students in grade 5 performed at the "proficient" or "distinguished" learner levels on the Social Studies EOG.

**S.M.A.R.T. Objective:** Increase the percentage of students scoring at the "proficient" or "distinguished" learner level in Social Studies on the 2018 EOG from 55% to 58% .

**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)** 2018 GMAS EOG Social Studies

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

**Final Report Date:** 6/5/2018      **Report Format:** 2 - Written Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will utilize literature that integrates social studies concepts/content to address the rigor of the standards.	ELA/Social Studies Teachers	Principal, TLS	Sept 26, Nov 28, Jan23, Mar 27	Title I Funds	60% of students scoring 70% or higher on CA
Teachers will implement daily maintenance by utilizing journals, Kahoots, and/or Study Island.	ELA/Social Studies Teachers	Principal, TLS	Sept 26, Nov 28, Jan23, Mar 27	Title I Funds	60% of students scoring 70% or higher on CA
Teachers will share, analyze, and adjust their formative assessment process during learning communities to utilize effective assessment processes.	ELA/Social Studies Teachers	Principal, TLS, Tch Leaders	Sept 26, Nov 28, Jan23, Mar 27	Research Reports	60% of students scoring 70% or higher on CA

# Camden County Schools Action Plan 2017-2018

**School/Dept:** Mamie Lou Gross Elementary School

**Critical Issue:** The 2017 GMAS data revealed 40% of all students in grades 3-5 performed at the "proficient" level and above on the ELA EOG.

**S.M.A.R.T. Objective:** To increase the percentage of students performing proficient and above in ELA on the 2018 EOG from 40% to 43%.

**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)** 2018 GMAS EOG ELA

**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
Teachers will conference with students concerning goals for Lexile growth.	Grade level chairperson	Administration	10/31, 11/28, 1/2, 1/30, 2/27, 3/27, 5/1		RI Oct 46%, Jan 63%, March 80%
Teachers will administer and review formative assessment data in grade level and vertical team sessions, identifying and targeting gaps.	Grade level chairperson	Administration	10/31, 11/28, 1/2, 1/30, 2/27, 3/27, 5/1		FA Data & Common Assessment Data - 40,50,60% of students meeting 70%
Flexible grouping of students based on formative data will be utilized at a minimum of 3 times per week during Bulldog time.	Grade level chairperson	Administration	10/31, 11/28, 1/2, 1/30, 2/27, 3/27, 5/1		FA Data - % of students meeting 70%

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Mamie Lou Gross Elementary School

**Critical Issue:** The 2017 GMAS data revealed 55% of all students in grades 3 - 5 performed at the proficient level and above on the math EOG.

**S.M.A.R.T. Objective:** To increase the percentage of students in grades 3-5 performing at the "proficient" level and above from 55% to 58%.

**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)** 2018 GMAS Mathematics

**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
Teachers will conference with students, setting goals for Quantile growth.	Teachers	Administration	10/31, 11/28, 1/2, 1/30, 2/27, 3/27, 5/1	NA	MI Growth Report - 17%, 36%, 55%
Teachers will review formative assessment data in grade level and vertical team sessions, identifying and targeting gaps.	Grade level chairperson	Administration	10/31, 11/28, 1/2, 1/30, 2/27, 3/27, 5/1	NA	FA Data - 40,50,60 % of students meeting 70%
Flexible grouping will be utilized at a minimum of 3 times per week during Bulldog time.	Grade level teachers	Administration	10/31, 11/28, 1/2, 1/30, 2/27, 3/27, 5/1	NA	FA Data - 40,50,60% of students meeting 70%

# Camden County Schools Action Plan 2017-2018

**School/Dept:** \_\_\_\_\_

**Critical Issue:** The 2017 GMAS data revealed 55% of all students in grade 5 performed at the "proficient" level and above on the social studies EOG.

**S.M.A.R.T. Objective:** To increase the percentage of students in grade 5 performing at the "proficient" level and above from 55% to 58%.

**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)** 2018 GMAS Social Studies

**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
Provide intense focus on vocabulary/terminology presented in each unit prior to formative assessments (FA)	Grade level chairperson	Administration	10/31, 11/28, 1/2, 1/30, 2/27, 3/27, 5/1	NA	FA & CA Data - 55,65,75% of students meeting 70%
Provide writing opportunities for students to demonstrate understanding of social studies concepts	Grade level chairperson	Administration	10/31, 11/28, 1/2, 1/30, 2/27, 3/27, 5/1	EOG Assessment Guide Rubrics/Exemplars	FA Data - 55,65,75% of students meeting 70%
In vertical teams, unpack standards to redesign remediation and enrichment tasks based on unit formative assessment (FA) results	Grade level chairperson	Administration	10/31, 11/28, 1/2, 1/30, 2/27, 3/27, 5/1	NA	FA Data - 55,65,75% of students meeting 70%



# Camden County Schools Action Plan 2017-2018

**School/Dept:** Mary Lee Clark Elementary School

**Critical Issue:** The 2017 GMAS data revealed 41% of all students in grades 3-5 performed below the “proficient” performance level on the ELA EOG.

**S.M.A.R.T. Objective:** To reduce the % of students performing below the “proficient” level in ELA on the 2018 EOG from 41% 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)** 2018 GMAS ELA EOG

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

**Final Report Date:** 5/31/2018      **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 foundational skills/Lexile data to differentiate for all students at a minimum of three days per week	K-2: Bentle; 3-5 Jimenez	ELA/SS Vertical Team	10/24, 1/3, 3/27	Title I funds, PL funds (subs)	Increase to 60%, 75%, 90% of 3-5 students meeting grade-level Lexile targets.
Implement schoolwide writing plan including weekly conferences with students and monthly goal setting/review. Plan will focus on four goals: understanding the prompt, developing leads, use of details, and inclusion of closings.	Blount, Wright, McCollough, Tipton	ELA/SS Vertical Team	10/24, 1/3, 3/27	Title I funds, PL funds	Increase to 50%, 60%, 75% of students meeting three of four writing goals.

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Mary Lee Clark Elementary School

**Critical Issue:** The 2017 GMAS data revealed 30% of all students in grades 3-5 performed below the “proficient” performance level on the Math EOG.

**S.M.A.R.T. Objective:** To reduce the % of students performing below the “proficient” level in Math on the 2018 EOG from 30% to 27%.

**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)** 2018 GMAS Math EOG

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

**Final Report Date:** 5/31/2018      **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 learning data to differentiate for all students at a minimum of three days per week.	Bryan, Durden, Burkhart, Lodmell	Math Vertical Team	10/24, 1/3 , 3/27	Title I funds, PL Funds (subs)	Increase to 60%, 75%, 85% of 3-5 students scoring 70% or above on formative assessments.
Teachers will create and implement a schoolwide plan to set and monitor Quantile targets, Plan will include quarterly goal setting conferences and review.	Aldridge	Math Vertical Team	10/24, 1/3 , 3/27	Title I funds, PL Funds (subs)	Increase to 50%, 60%, 70% of 3-5 students who meet grade level Quantile targets.

# Camden County Schools Action Plan 2017-2018

**School/Dept:** Mary Lee Clark Elementary School

**Critical Issue:** The 2017 GMAS data revealed 70% of all students in 5th grade performed below the “proficient” performance level on the Social Studies EOG.

**S.M.A.R.T. Objective:** To reduce the % of students performing below the “proficient” level in Social Studies on the 2018 EOG from 70% 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)** 2018 GMAS Social Studies EOG

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

**Final Report Date:** 5/31/2017      **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 and disaggregate all Social Studies data to regularly and continuously improve student learning through differentiation. Differentiation will occur at least once per week.	Wheeler, Tabor, Kimbro	ELA/SS Vertical Team	10/24, 1/3, 3/27	Title I/PL Funds (subs)	Increase to 60%, 70%, 80% of 3-5 students scoring 70% or above on formative assessments.
Implement schoolwide writing plan during Social Studies instruction at least one day per week focusing on understanding prompts, creating strong leads, providing SS evidence/details, providing an effective closing.	TLS	ELA/SS Vertical Team	10/24, 1/3, 3/27	Title I/PL Funds (subs)	Increase to 50%, 60%, 75% of students meeting three of four writing goals.

# Camden County Schools Action Plan 2017-2018

**School/Dept:** Matilda Harris Elementary School

**Critical Issue:** The 2017 GMAS data revealed 46% of students in grades 3-5 performed in the "proficient" or "distinguished" levels on the ELA EOG.

**S.M.A.R.T. Objective:** To increase the percentage of students performing at the "proficient" or "distinguished" levels in ELA on the 2018 GMAS from 46% to 49%.

**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)** 2018 GMAS EOG ELA

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

**Final Report Date:** 6/4/2018      **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 use differentiation in ELA to provide a variety of learning options in order to aid students in mastering concepts and skills at their individual levels.	3-5 ELA teachers	H. Heron	10/3 11/14 12/5 1/23	IXL, Frontrow	50, 60, 70, 80 % of students scoring 70% or higher on FA and CA
Teachers will vertically collaborate monthly to address priority standards, and writing gaps between grade levels emphasizing understanding the prompt, good leads, evidence in details and closings.	3-5 teachers	H. Heron/ Vertical Team	9/26 11/7 1/23	Assesslets - Narrative, Informational, Opinion	20% (Narrative), 20% (Informational), & 35% (Opinion) of students scoring 3 or more points (total 4 points)
Collaborate with teachers at SES on writing; professional development following to analyze Assesslet and other data extensively and plan for writing/reading activities	3-5 teachers	H. Heron/ Vertical Team	1/24, 2/27, 3/27	Opinion Assesslet	20% (Narrative), 20% (Informational), & 35% (Opinion) of students scoring 3 or more points (total 4 points)

# Camden County Schools Action Plan 2017-2018

**School/Dept:** Matilda Harris Elementary School

**Critical Issue:** The 2017 GMAS data revealed 85% of students in grades 3-5 performed at or above grade level on Reading domain of the ELA EOG.

**S.M.A.R.T. Objective:** To increase the students in level 2 from 85% to 88% on the 2018 reading portion of the ELA GMAS for grades 3-5.

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

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

**Performance Indicator:  
(Lagging Indicator)** 2018 GMAS EOG ELA- Reading Domain

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

**Final Report Date:** 6/4/2018      **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 use differentiation in ELA to provide a variety of learning options in order to aid students in mastering concepts and skills at their individual levels.	3-5 ELA teachers	A. Gay	10/17 1/9 3/20	PL /Title I, TLS, RI, Easy CBM	60, 75, 90% of students meeting lexile targets on RI.
Set and monitor student lexile goals for individual awareness and reading materials selections (teachers will individually conference with students in ELA classes).	3-5 ELA teachers	H. Heron	10/17 1/9 3/20	PL /Title I, TLS, RI, Easy CBM	60, 75, 90% of students meeting lexile targets on RI.

# Camden County Schools Action Plan 2017-2018

**School/Dept:** Matilda Harris Elementary School

**Critical Issue:** The 2017 GMAS data revealed 61% of students in grades 3-5 scored at the "proficient" or "distinguished" levels on the Mathematics EOG.

**S.M.A.R.T. Objective:** To increase the percentage of students in grades 3-5 performing at the "proficient" or "distinguished" levels in Mathematics on the 2018 EOG from 61% to 64% .

**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)** 2018 GMAS EOG Mathematics

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

**Final Report Date:** 6/4/2018      **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 to differentiate instruction to meet the needs of all students.	3-5 math teachers	A. Gay	10/17 1/30 4/10	IXL, Frontrow, MI data	50, 60, 70% of students scoring 70% or higher on FA and CA
Use interactive notebooks, BCRs (Brief Constructed Responses) and/or mathematics journals in mathematics classes to provide working examples of skills and concepts at all depth of knowledge levels.	3-5 math teacher	H. Heron	9/19 10/17 11/21 1/16 2/20 3/20	IXL, Frontrow, Journals	50, 60, 70% of students scoring 70% or higher on FA and CA
Number Talks, possible use of NZMaths IKAN instrument, increase mathematical reasoning	3-5 math teacher	A. Gay	2/20 3/21	NZMaths, DOE resources	50, 60, 70% of students scoring 70% or higher on FA and CA

## Camden County Schools Action Plan 2017-2018

**School/Dept:** St. Marys Elementary School

**Critical Issue:** The 2017 GMA ELA data revealed 47% of all FAY students in 3-5 scored at proficient or distinguished levels.

**S.M.A.R.T. Objective:** Increase the percentage of students scoring at proficient and distinguished from 47% to 55%.

**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)** 2018 GMAS EOG ELA

**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
To increase writing performance (3rd - 5th ELA teachers) incorporate Writer's Workshop strategies:unpack/respond to a prompt, use of exemplars, checklist, rubrics, feedback & goal-setting	M. Lang	R. Lee,, J. Minnick, H. Carter	10/19, 11/14, 1/3, 3/8	Title I/GCA Assessments	Students demonstrating 3 of the 4 skills on the writing checklist: 50% Mid; 75% Post
To increase lexile performance (3rd - 5th ELA teachers)utilize lexile appropriate instructional materials (50L above) through the use of flexible groups during SEA Time 3 days per week.	L. Duchscherer	R. Narvell,N. Caudle,A. Rivers	10/9,12/12, 3/13	Leveled Reading Text/AR	% of students meeting individual expected growth per RI Goals Report (Pre-Mid 60%-Pre-Post 85%)

## Camden County Schools Action Plan 2017-2018

**School/Dept:** St. Marys Elementary School

**Critical Issue:** The 2017 GMAS math data revealed 58% of all FAY students in grades 3 - 5 scored at proficient or distinguished levels.

**S.M.A.R.T. Objective:** Increase the percentage of students scoring at proficient and distinguished from 58% 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)** 2018 GMAS EOG Math

**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
Implement flexible grouping strategies based on formative assessment data to differentiate instructional content, process, and learning environment to ensure all students show growth. (Grades 3 - 5 math teachers)	J. Starmer	B.Narvell,, K. Bean, C. Peterson	10/9, 1/3, 3/20,	Title I/ FDRESA - L. Mills	% of students meeting individual quantile growth per MI growth chart (Pre/Mid 60%; Pre-Post 85%)
Implement direct strategy instruction of problem solving to enhance students' understanding of word problems and to promote self-evaluation. (Grades 3-5 math teachers)	M. Brazell	R. Lee,, L. Koch, S. White	11/14, 3/27	Title I/ FDRESA - L. Mills	85% of students scoring 70% or higher on Common Assessments 1 & 2



# Camden County Schools Action Plan 2017-2018

**School/Dept:** St. Marys Elementary School

**Critical Issue:** The 2017 GMA science data revealed 42% of all FAY students in 5th grade scored at proficient or distinguished levels.

**S.M.A.R.T. Objective:** Increase the percentage of students scoring at proficient and distinguished from 42% to 50%.

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

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

**Performance Indicator:  
(Lagging Indicator)** 2018 GMAS EOG Science

**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
Administer formative assessments per pacing to monitor student progress towards meeting standard expectations and develop a remediation plan for reteaching.	K. Bean/M. Brazell	R. Narvell, R. Lee, A. Rivers, H. Carter	11/14, 3/27	GSE Resources: standards, maps, FA, CA	FA/CA data review- 75% of students at 70% or better
Implement new standards using the inquiry-based approach and related materials/activities.	M. Brazell/K.Bean	R. Narvell, R.Lee, A.Rivers, H. Carter	11/14, 3/27	Title I/Local PL	FA/CA data review- 75% of students at 70% or better

## Camden County Schools Action Plan 2017-2018

**School/Dept:** St. Marys Middle School

**Critical Issue:** An analysis of the 2017 Georgia Milestones Assessment System data revealed that approximately 47% of all students are performing at the "proficient" or "distinguished" performance levels on the ELA EOG.

**S.M.A.R.T. Objective:** To increase ELA GMAS performance levels at the "proficient" or "distinguished" levels from 47% to 50% 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)** 2018 GMAS ELA

**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 Intensive Reading course for identified students.	Dr. Powell, Mrs. Minshew, Mr. Burns	Dr. McManigal	Oct. 13, Jan. 13, Mar. 30, May 31	RI data, 2017 EOG ELA data, Easy CBM	80% showing 70 points or more growth on RI Growth Goals Report
ELA teachers will implement best practices and monitor Lexile and writing performance.	All ELA teachers, Dr. Powell	Dr. McManigal	Oct. 13, Jan. 13, Mar. 30, May 31	RI data, LDC training, assesslet data, Title I budget	80% of students meeting Lexile targets and 80% of students per assesslet meeting 70% accuracy
ELA teachers will continue re-engagement opportunities for identified students.	Dr. Dugger	Dr. McManigal	Oct. 13, Jan. 13, Mar. 30, May 31	Instructional Extension Budget	80% of students per pacing making 70% accuracy on Mastery Assessments.

# Camden County Schools Action Plan 2017-2018

**School/Dept:** St. Marys Middle School

**Critical Issue:** An analysis of the 2017 Georgia Milestones Assessment System data revealed that approximately 48% of all students are performing at the "proficient" or "distinguished" performance levels on the math EOG.

**S.M.A.R.T. Objective:** To increase math GMAS performance levels at the "proficient" or "distinguished" levels from 48% to 51% 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)** 2018 GMAS math

**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
Implement Intensive Math course for identified students	Dr. Dugger, Dr. Bickmore Mr. Burns	Dr. McManigal	Oct. 13, Jan. 13, Mar. 30, May 31	MI data, 2017 EOG Math data, Easy CBM	80% of students per pacing making 70% accuracy toward standard expectations on mastery assessments
Math teachers will continue re-engagement opportunities for identified students	teachers, Dr. Dugger, Dr. Powell	Dr. McManigal	Oct. 13, Jan. 13, Mar. 30, May 31	Instructional Extension Budget, Title I budget	80% of students per pacing making 70% accuracy toward standard expectations on mastery assessments
Math teachers will continue use of MDC FALS within units of instruction to monitor best practices and student progress (minimum one per unit).	Select math teachers, Dr. Dugger	Dr. McManigal	Oct. 13, Jan. 13, Mar. 30, May 31	MDC FAL rubric, SREB/MMGW funding	80% of students per pacing making 70% accuracy toward standard expectations on mastery assessments

## Camden County Schools Action Plan 2017-2018

**School/Dept:** St. Marys Middle School

**Critical Issue:** An analysis of the 2017 Georgia Milestones Assessment System data revealed that approximately 39% of all students are performing at the "proficient" or "distinguished" performance levels on the social studies EOG.

**S.M.A.R.T. Objective:** To increase social studies GMAS performance levels at the "proficient" or "distinguished" levels from 39% to 42% 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)** 2018 GMAS Social Studies

**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
Social Studies teachers will participate in vertical planning days quarterly to review assessment data.	Dr. Powell, Dr. Fuller	Dr. McManigal	Oct. 13, Jan. 13, Mar. 30, May 31	Title I Budget	80% of students per pacing making 70% accuracy toward standard expectations on mastery assessments
Social Studies teachers will participate in LDC/job-embedded coaching for identified Project-Based Learning Teams.	All social studies teachers, Dr. Dugger	Dr. McManigal	Sept. 26, Feb. 26	PBL/LDC Coaching reports, Title I budget	80% of students per pacing making 70% accuracy toward standard expectations
Social Studies teachers will continue re-engagement opportunities for identified students.	Dr. Fuller, Dr. Dugger	Dr. McManigal	Oct. 13, Jan. 13, Mar. 30, May 31	Instructional Extension Budget, Title I budget	80% of students per pacing making 70% accuracy toward standard expectations

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Sugarmill Elementary School

**Critical Issue:** The 2017 GMAS data revealed 58% 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" levels in ELA on the 2018 EOG from 58% to 61%.

**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)** 2018 GMAS EOG ELA

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

**Final Report Date:** 6/1/2018      **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 implement and monitor a school wide plan writing plan to focus on breaking down prompts, creating strong leads, writing with details/evidence, and having strong closure.	TLS/ELA Interventionist	Principal/Vert. team	10-3, 1-9, 2-6	RESA, Assesslet data/Title 1/PL/ Formatives	To increase 75% of students writing to demonstrate 3 of the 4 skills on the writing checklist.
The teachers will analyze foundational skills/Lexile scores and disaggregate data to differentiate instruction effectively to meet the needs of all students in SPIRIT time.	EL and Title I Interventionist & SPED BDG	Principal	10-3, 11-7, 1-9	PL /Title I, TLS, RI, Easy CBM, Gkids	Increase % of students in foundational skills & to increase the % of students meeting Lexile targets.

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Sugarmill Elementary School

**Critical Issue:** The 2017 GMAS data revealed 64% of all 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" levels in math on the 2018 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)** 2018 GMAS EOG Math

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

**Final Report Date:** 6/1/2018      **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 create and monitor a school-wide Quantiles plan.	TLS/Math Interventionist	Principal/Vertical Team	9-12, 10-10, 1-16	Quantiles review, RESA, MI data	To increase 75% of students meet their grade level Quantile target.
The teachers will analyze and disaggregate data to differentiate instruction effectively to meet the needs of all students in SPIRIT time.	Math EIP and SPED BDG	Principal	9-12, 10-10, 1-16	RESA, formative data (Teacher Leaders, TLS)	Increase % of students 70%+ on formatives.

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Sugarmill Elementary School

**Critical Issue:** The 2017 GMAS data revealed 65% and 57% of all students in grade 5 performed at "proficient" or "distinguished" levels on the Science and Social Studies EOG.

**S.M.A.R.T. Objective:** To increase the percentage of students performing in the "proficient" or "distinguished" levels on the 2018 EOG from by 3% (68% Science/60% Social Studies).

**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)** 2018 GMAS EOG Science/Social Studies

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

**Final Report Date:** 6/1/2018      **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 implement science and social studies standards content into the ELA/ writing process to include key vocabulary integration/research simulation to build inquiry thinking.	TLS	Principal/Vertical Team	10-17, 1-16, 3-20	RESA, Teacher Leaders/TLS Redelivery, webinars	To increase 75% of students writing demonstrating 3 of the 4 skills on writing checklist.
The teachers will analyze and disaggregate all data to regularly and continuously improve student learning through differentiation.	Teacher	Principal	9-19, 11-28, 1-23	Readworks/EPIC/NewsELA, Formative data	Increase % of students 70%+ on formatives.

## Camden County Schools Action Plan 2017-2018

**School/Dept:** Woodbine Elementary School

**Critical Issue:** The 2017 GMAS data revealed 68% of all students in grades 3-5 performed below the “proficient” performance level on the Science and Social Studies EOG.

**S.M.A.R.T. Objective:** Increase the % of students performing above the “proficient” level in science and social studies on the 2018 EOG from 32% to 35%.

**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)** 2018 GMAS EOG Science and Social Studies

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

**Final Report Date:** 6/5/2018      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Discuss data from shared formative assessments aligned with mapping on standard level by grade level and student group.	TLS	Principal	Oct. 19, Jan 3, March 22	Title I & PL Funds	Grade level average of 60%, 70%, and then 80% respectively on common formative assessments
Science and social studies teachers in grades 3-5 will administer common assessments based on pacing to identify student needs and apply interventions.	TLS	Principal	Oct. 2, Jan. 18, March 8	Title I & IE	Grade level average of 60%, 70%, and then 80% respectively on common formative assessments
To increase content area performance incorporate writing across the curriculum strategies; content integration, periodic reviews, LFS summarizing strategies.	TLS	Principal	Oct. 19, Jan 3, March 22	Title I & PL Funds	Percent of students meeting or exceeding 80% on common formative assessments
Vertical Content Area Team PLC: Examine unit assessment data and classroom assessment data in collaborative sessions to share best practices.	PLC	TLS	Oct. 19, Jan 3, March 22	Title I & PL Funds	Grade level average of 60%, 70%, and then 80% respectively on common formative assessments



## Camden County Schools Action Plan 2017-2018

**School/Dept:** Woodbine Elementary School

**Critical Issue:** The 2017 GMAS data revealed 62% 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 above the “proficient” level in ELA on the 2018 EOG from 38% to 41%.

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

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

**Performance Indicator:  
(Lagging Indicator)** 2018 GMAS EOG ELA

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

**Final Report Date:** 6/5/2018      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Discuss data from shared formative assessments aligned with mapping on standard level by grade level and student group.	TLS	Principal	Oct. 19, Jan 3, March 22	Title I & PL Funds	Grade level average of 60%, 70%, and then 80% respectively on common formative assessments
Utilize contracted services and RTI to support student performance and to communicate results with classroom teachers.	TLS	Principal	Oct. 2, Jan. 18, March 8	Title I & IE	85% of students making progress toward meeting goals in RI
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.	TLS	Principal	Oct. 2, Jan. 18, March 8	Title I GCA	Grade level average of 60%, 70%, and then 80% respectively on common formative assessments
Teachers will conduct collaborative conferences to promote parent understanding of student learning goals and performance in ELA.	Grade Level Chairs	Principal	Oct. 19, Jan 3, March 22	Title I & PL Funds	Grade level average of 60%, 70%, and then 80% respectively on common formative assessments
Weekly collaborative planning and professional learning for data analysis to produce shared lesson plans; pacing of instruction, shared assessment, remediation, and enrichment	TLS	Principal	Oct. 19, Jan 3, March 22	Title I & PL Funds	Grade level average of 60%, 70%, and then 80% respectively on common formative assessments
To increase writing performance incorporate Writer's Workshop strategies: unpack/respond to a prompt, use of exemplars, checklist, rubrics, feedback & goal-setting	Writing Teachers	TLS	Oct. 19, Jan 3, March 22	Title I & PL Funds	70% of students meeting levels 3 & 4 on the GCA writing assesslets
Vertical ELA Team PLC: Examine unit assessment data and classroom assessment data in collaborative sessions to share best practices.	PLC	TLS	Oct. 19, Jan 3, March 22	Title I & PL Funds	Grade level average of 60%, 70%, and then 80% respectively on common formative assessments

# Camden County Schools Action Plan 2017-2018

**School/Dept:** Woodbine Elementary School

**Critical Issue:** The 2017 GMAS data revealed 55% 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 above the “proficient” level in math on the 2018 EOG from 45% to 48%.

**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)** 2018 GMAS EOG Math

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

**Final Report Date:** 6/5/2018      **Report Format:** 1 - Oral Report to BOE      **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Discuss data from shared formative assessments aligned with mapping on standard level by grade level and student group.	TLS	Principal	Oct. 19, Jan 3, March 22	Title I & PL Funds	Grade level average of 60%, 70%, and then 80% respectively on common formative assessments
Utilize contracted services and RTI to support student performance and to communicate results with classroom teachers .	TLS	Principal	Oct. 19, Jan 3, March 22	Title I & PL Funds	85% of students making progress toward meeting goals in MI
Math 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.	TLS	Principal	Oct. 2, Jan. 18, March 8	Title I GCA	Grade level average of 60%, 70%, and then 80% respectively on common formative assessments
Teachers will conduct collaborative conferences to promote parent understanding of student learning goals and performance in math	Grade Level Chairs	Principal	Oct. 19, Jan 3, March 22	Title I & PL Funds	Grade level average of 60%, 70%, and then 80% respectively on common formative assessments
Weekly collaborative planning and professional learning for data analysis to produce shared lesson plans; pacing of instruction, shared assessment, remediation, and enrichment	TLS	Principal	Oct. 19, Jan 3, March 22	Title I & PL Funds	85% of students making progress toward meeting goals in MI
To increase math performance incorporate mathematics strategies: mathematical fluency, feedback & goal-setting	Math Teachers	TLS	Oct. 19, Jan 3, March 22	Title I & PL Funds	70% of students meeting math masters criteria and making progress toward academic goals
Vertical Math Team PLC: Examine unit assessment data and classroom assessment data in collaborative sessions to share best practices.	PLC	TLS	Oct. 19, Jan 3, March 22	Title I & PL Funds	Grade level average of 60%, 70%, and then 80% respectively on common formative assessments