

Camden County Schools
Outcome Based Continuous Improvement Plan
2021-2022
Summary Report

Worksheet Name	School/Dept:	Critical Issue:	S.M.A.R.T. Objective:	Strategic Focus Area:	CCS Goal:	Performance Indicator: (Lagging Indicator)	Outcome	Report Date:	Report Format:	Status:
FA1-ELA	Central Office	The FY 22 GMAS performance revealed that 55% of students in grades 3-12 performed in the proficient or higher level on the ELA EOC/EOG.	To increase the percentage of students in grades 3-12 meeting proficient or higher on the GMAS ELA EOC/EOG from 52% to 56% (ES), from 57% to 60% (MS), and from 60% to 63% (HS). Results: 59% of ES students, 53% of MS students, and 57% of HS students performed in the proficient or higher level	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	FY 22 GMAS ELA EOC/EOG	Did Not Meet Objective	6/13/22	1 - Oral Report to BOE	Complete
FA1-Math	Central Office	The FY 21 GMAS performance revealed that 47% of students in grades 6-12 performed in the proficient or higher level on the Math EOC/EOG.	To increase the percentage of students in grades 6-12 meeting proficient or higher on the GMAS Math EOC/EOG from 51% to 54% (MS), and from 47% to 50% (HS). Results: 46% of MS students and 57% of HS students performed in the proficient or higher level on the Math EOC/EOG.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	FY 22 GMAS Math EOC/EOG	0	6/13/22	1 - Oral Report to BOE	Complete
FA1-Social Studies	Central Office	The FY 21 GMAS performance revealed that 50% of students in grades 8-12 performed in the proficient or higher level on the Social Studies EOC/EOG.	To increase the percentage of students in grades 8 and 11 meeting proficient or higher on the GMAS Social Studies EOC/EOG from 52% to 54% (MS) and from 61% to 64% (HS). Results: 56% of MS students and 65% of HS students performed in the proficient or higher level on the Social Studies EOC/EOG.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	FY 22 GMAS Social Studies EOC/EOG	Met Objective	6/13/22	1 - Oral Report to BOE	Complete
FA2-Personnel	Central Office	There were 16 employee injuries reported during the 2020-2021 school year of which 12 (75%) were treated by a physician.	Reduce the number of employee injuries by 25% from 16 to 12 and injuries treated by a physician by 25% from 12 to 9 by the end of the 2021-2022 school year respectively. RESULTS: 35 injuries, 17 treated by a physician	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	2022 Employee Injury Report	Did Not Meet Objective	6/13/22	2 - Written Report to BOE	Complete
FA3-Student Services	Central Office	A review of the FY15-FY21 3-12 Georgia Student Health Survey 2.0 / Georgia Wellness Survey (2021) student responses revealed a need for greater student support with regard to social-emotional related issues and general well-being.	To increase the percentage of student exposure to social-emotional and general well-being interventions to 100%.	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.4 Develop relationships with every student to motivate, inspire and challenge them to succeed	2021 GA Student Health Survey 2.0	Met Objective	6/1/22	1 - Oral Report to BOE	Complete
FA3-Student Services	Central Office	A review of the FY15-FY21 3-12 Georgia Student Health Survey 2.0 / Georgia Wellness Survey (2021) student responses revealed a need for greater student support with regard to social-emotional related issues and general well-being.	To increase the percentage of student exposure to social-emotional and general well-being interventions to 100%.	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.4 Develop relationships with every student to motivate, inspire and challenge them to succeed	2021 GA Student Health Survey 2.0	Met Objective	6/1/22	1 - Oral Report to BOE	Complete
FA4-Summer Meals	Central Office	Children in our community need access to healthy meals during summer break.	Implement Seamless Summer Option during the summer following SY 22.	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	Lunch Cost and Participation Report	Met Objective	6/30/22	1 - Oral Report to BOE	Complete
FA4-Holiday Meals	Central Office	Students across the district need access to food during school breaks.	To provide vended meals for students when Seamless Summer Option cannot be utilized.	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	Meal Counts	Met Objective	6/30/22	3 - Written Summary to Focus Area Work Team	Complete
FA4-Maintenance	Central Office	In FY21, the CCS maintenance department completed 72% of the Schooldude maintenance requests in 7 days or less.	Increase the percentage of Schooldude workorders completed in 7 days or less to 76%	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 KPI Dashboard	Met Objective	6/14/22	2 - Written Report to BOE	Complete
FA5-Parent Engagement	Central Office	A review of FY20 GA Parent Survey responses revealed a lower than expected percentage of parents who felt strongly that interpersonal relations were positive.	To increase the percent of parents responding positively to questions related to interpersonal relations on the 2022 Georgia Parent Survey from 84% to 87%. The FY22 Parent Survey revealed an 80.5% favorable response on questions related to interpersonal relations.	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	2022 GA Parent Survey	Did Not Meet Objective	6/9/22	1 - Oral Report to BOE	Complete
CCHS-ELA	Camden County High School	The 2021 EOC data revealed that 58% of students scored at the proficient or distinguished learner level as indicated on the American Literature EOC.	To increase the percentage of learners performing at proficient and distinguished learner levels on the American Literature EOC by 3% from 58% to 61%.	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 22 American Literature EOC data	Did Not Meet Objective	6/13/22	1 - Oral Report to BOE	Complete
CCHS-MATH	Camden County High School	The 2021 EOC data revealed that 45% of students scored at the proficient or distinguished learner level as indicated on the Coordinate Algebra EOC.	To increase the percentage of learners performing at proficient or distinguished learner levels on the Coordinate Algebra EOC by 3% from 45% to 48%.	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 22 Coordinate Algebra EOC Data	Met Objective	6/13/22	1 - Oral Report to BOE	Complete

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CCHS-Guidance	Camden County High School	The 2021 school year revealed that 3% of the CCHS students received social/emotional support.	To better identify students with social/emotional needs.	2. Quality Teachers, Administrators, and Staff: Ensure quality personnel in all positions.	Goal 3.1 Safe, inviting schools free of harmful behavior that support high student achievement	The number of students receiving social/emotional support at Camden County High School	Met Objective	6/13/22	1 - Oral Report to BOE	Complete
CMS-ELA	Camden Middle School	The 2021 Georgia Milestones Assessment System data revealed that 52% of all students in grades 6-8 performed at or above the proficient performance level on the English Language Arts assessment.	Increase the percentage of 6-8 grade students performing at or above the proficient level in ELA on the 2022 assessment from 53% to 56%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2022 GMAS	Did Not Meet Objective	6/15/22	1 - Oral Report to BOE	Pending Assessment Results
CMS-Math	Camden Middle School	The 2021 Georgia Milestones Assessment System data revealed that 46% of all students in grades 6-8 performed at or above the proficient performance level on the Math assessment.	Increase the percentage of 6-8 grade students performing at or above the proficient level in math on the 2022 assessment from 47% in 2021 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	2022 GMAS	Did Not Meet Objective	6/15/22	1 - Oral Report to BOE	Pending Assessment Results
CMS-SpEd Math	Camden Middle School	The 2021 Georgia Milestones Assessment System data revealed that 25.6% of Special Education students performed at proficient or above in math.	Increase the percentage of Special Education students performing at or above the proficient level in math on the 2022 assessment from 25.6% to 28.6%.	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	2022 GMAS	Did Not Meet Objective	6/15/22	1 - Oral Report to BOE	Pending Assessment Results
CRES-ELA	Crooked River Elementary School	The 2021 GMAS EOG revealed that 55.3% 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 2022 ELA GMAS EOG from 55.3% to 58.3% (DID NOT MEET 56.56%)	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2022 ELA GMAS EOG	Did Not Meet Objective	6/8/22	1 - Oral Report to BOE	Complete
CRES-Math	Crooked River Elementary School	The 2021 GMAS EOG revealed that 62% 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 2022 Math GMAS EOG from 62% to 65% (DID NOT MEET -63.67%)	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	2022 Math GMAS EOG	Did Not Meet Objective	6/8/22	1 - Oral Report to BOE	Complete
CRES-Science	Crooked River Elementary School	The 2021 GMAS EOG revealed that 57% of students in grade 5 scored at the proficient and/or distinguished levels in Science.	To increase the percent of students scoring at the proficient and distinguished learner levels on the 2022 Science GMAS EOG from 57% to 60% (MET 62%)	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2022 Science GMAS EOG	Met Objective	6/8/22	1 - Oral Report to BOE	Complete
DLRES-ELA	David L. Rainer Elementary School	The 2021 GMAS data revealed that 60% of all students in grades 3-5 met their end of the year grade level Lexile target.	Increase the percentage of students meeting their end of the year grade level Lexile target in ELA from 60% to 65%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2022 GMAS ELA	Did Not Meet Objective	6/6/22	1 - Oral Report to BOE	Complete
DLRES-Math	David L. Rainer Elementary School	The 2021 GMAS data revealed that 50% of all students in grades 3-5 are performing at the proficient and distinguished performance levels on the Math EOG.	Increase the percentage of students scoring at the proficient and distinguished levels in math on the 2022 EOG from 50% to 53%.	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	2022 GMAS Math	Met Objective	6/6/22	1 - Oral Report to BOE	Complete
DLRES-Science	David L. Rainer Elementary School	The 2021 GMAS data revealed that 61% of 5th grade students scored at the proficient and distinguished performance level on the Science E.O.G.	Increase the percentage of students scoring at the proficient and distinguished performance levels in Science on the 2022 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	2022 GMAS Science	Met Objective	6/6/22	1 - Oral Report to BOE	Complete
KES-ELA	Kingsland Elementary School	The 2021 EOG data revealed that 57% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels in Language Arts.	Increase the percentage of students scoring at the proficient and distinguished learner level from 57% to 60% or meet the CCRPI target on the 2022 EOG Language Arts.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2022 GMAS ELA EOG	Did Not Meet Objective	5/31/22	1 - Oral Report to BOE	Complete
KES-Lexile	Kingsland Elementary School	The 2021 EOG data revealed that 82% of all 3rd - 5th grade students scored on or above their Lexile reading status on the ELA EOG.	Increase the percentage of students performing on or above their Lexile reading status from 82% to 85% on the 2022 ELA EOG.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2022 GMAS ELA EOG	Did Not Meet Objective	5/31/22	1 - Oral Report to BOE	Complete

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KES-Science	Kingsland Elementary School	The 2021 EOG data revealed that 45% of all 5th grade students scored at the proficient and distinguished learner levels in Science.	Increase the percentage of students scoring at the proficient and distinguished learner level from 45% to 60% or meet CCRPI target on the 2022 Science EOG.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.2 Graduation of all students from high school	2022 GMAS Science EOG	Met Objective	5/31/22	1 - Oral Report to BOE	Complete
KES-Science	Kingsland Elementary School	The 2021 EOG data revealed that 45% of all 5th grade students scored at the proficient and distinguished learner levels in Science.	Increase the percentage of students scoring at the proficient and distinguished learner level from 45% to 60% or meet CCRPI target on the 2022 Science EOG.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.2 Graduation of all students from high school	2022 GMAS Science EOG	Did Not Meet Objective	5/31/22	1 - Oral Report to BOE	Complete
MLGES-ELA	Mamie Lou Gross Elementary School	The 2021 GMAS revealed 44% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the ELA EOG.	To increase the percentage of students in grades 3-5 performing at the proficient and distinguished performance levels in ELA on the 2021 EOG from 44% to 47%.	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	2022 GMAS EOG ELA	Met Objective	6/2/22	1 - Oral Report to BOE	Complete
MLGES-Math	Mamie Lou Gross Elementary School	The 2021 GMAS revealed 60% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the Math EOG.	To increase the percentage of students in grades 3-5 performing at the proficient and distinguished performance levels in Math on the 2021 EOG from 60% to 63%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2022 GMAS EOG Mathematics	Did Not Meet Objective	6/2/22	1 - Oral Report to BOE	Complete
MLGES-Science	Mamie Lou Gross Elementary School	The 2021 GMAS revealed that 62% of all 5th grade students performed at the proficient level or above on the Science EOG.	To increase the percentage of students in grade five performing at the proficient and distinguished levels on the 2021 Science EOG from 62% to 65%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2022 GMAS EOG Science	Did Not Meet Objective	6/2/22	1 - Oral Report to BOE	Complete
MLCES-ELA	Mary Lee Clark Elementary School	The 2021 EOG data revealed 54% of all students in grades 3-5 performed at or above the "proficient" performance level on the ELA EOG.	Increase the percentage of students performing at or above the "proficient" level in ELA on the 2022 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	2022 ELA EOG	Met Objective	6/1/22	1 - Oral Report to BOE	Complete
MLCES-Math	Mary Lee Clark Elementary School	The 2021 EOG data revealed 64% of all students in grades 3-5 performed at or above the "proficient performance level" on the Math EOG.	Increase the percentage of students performing at or above the "proficient" level in Math on the 2021 EOG from 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	2022 Math EOG	Met Objective	6/1/22	1 - Oral Report to BOE	Complete
MLCES-Science	Mary Lee Clark Elementary School	The 2021 EOG data revealed 60% of students in 5th grade performed at or above the "proficient" performance level on the Science EOG.	Increase the percentage of students performing at or above the "proficient" performance level from 60% to 63% on the 2021 EOG in Science.	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	2022 Science EOG	Met Objective	6/1/22	1 - Oral Report to BOE	Complete
MHES-ELA	Matilda Harris Elementary School	The 2021 GMAS data revealed 52% of all students in grades 3-5 performed at the proficient and distinguished performance level on the ELA EOG.	Increase the % of students performing in the proficient and distinguished levels from 52% to 55% on the 2022 ELA EOG for grades 3-5.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2022 ELA GMAS EOG	Did Not Meet Objective	6/8/22	1 - Oral Report to BOE	Complete
MHES-Math	Matilda Harris Elementary School	The 2021 GMAS data revealed 63% of all students in grades 3-5 performed at the proficient and distinguished performance level on the Math EOG.	Increase the % of student performing in the proficient and distinguished levels from 63% to 66% on the 2022 Math EOG for grades 3-5.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2022 Math GMAS EOG	Met Objective	6/1/22	1 - Oral Report to BOE	Complete
MHES-Science	Matilda Harris Elementary School	The 2021 GMAS data revealed that 66% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the Science EOG.	Increase the % of students performing and distinguished performance levels from 66% to 69% on the 2022 Science EOG for grade 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	2022 Science GMAS EOG	Did Not Meet Objective	6/1/22	1 - Oral Report to BOE	Complete
SMES-ELA	St. Marys Elementary School	A review of the FY21 GMAS ELA performance in grades 3-5 revealed that 49% of students were performing at Levels 1 & 2 proficiency level.	To increase the percentage of students in grades 3-5 scoring proficient or distinguished on the GMAS ELA EOG from 51% 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	FY22 GMAS EOG ELA	Did Not Meet Objective	6/2/22	1 - Oral Report to BOE	Complete
SMES-Math	St. Marys Elementary School	A review of the FY21 GMAS Math performance in grades 3-5 revealed that 32% of students in grades 3-5 scored at Level 2 or below on the Math EOG.	To increase the percentage of students in grades 3-5 scoring proficient or distinguished on the GMAS Math EOG from 68% to 71%.	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	FY22 GMAS EOG Math	Did Not Meet Objective	6/2/22	1 - Oral Report to BOE	Complete

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SMES-Writing	St. Marys Elementary School	The review of the FY21 GMAS ELA performance in Grade 3 Extended Writing revealed that 40% of third grade students scored a zero or 1 on the Extended Writing Total.	To decrease the percentage of students in grade 3 scoring at Below Basic from 40% to 25% on the GMAS ELA EOG.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	FY22 GMAS EOG ELA	Did Not Meet Objective	6/2/22	1 - Oral Report to BOE	Complete
SMMS-ELA	St. Marys Middle School	An analysis of the 2021 Georgia Milestones Assessment System data revealed that 63% of all students are performing at the proficient and distinguished levels on the ELA assessments.	To increase the ELA GMAS performance at the proficient or distinguished levels from 63% to 66% 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	2022 GMAS ELA EOG	Did Not Meet Objective	6/6/22	2 - Written Report to BOE	Complete
SMMS-Math	St. Marys Middle School	An analysis of the 2021 Georgia Milestones Assessment System data revealed that 56% of all students performed at the proficient or distinguished levels on the math assessments.	To increase the math GMAS performance levels at the proficient or distinguished levels from 56% to 59% 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	2022 GMAS Math EOG	Did Not Meet Objective	6/6/22	2 - Written Report to BOE	Complete
SMMS-SpEd	St. Marys Middle School	An analysis of the 2021 GMAS data revealed that 52% (ELA) and 56% (math) of students with disabilities performed at or above the developing level on the ELA and math assessments.	To increase the percentage of students with disabilities performing at or above the developing level by 3% in ELA (55%) and math (59%)	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	2022 GMAS EOG (ELA and Math)	Did Not Meet Objective	6/6/22	2 - Written Report to BOE	Complete
SES-ELA	Sugarmill Elementary School	The 2021 GMAS data revealed 61% of all students in grades 3 & 5 performed at "proficient" or "distinguished" performance levels on the ELA EOG.	To increase the percentage of students performing in the "proficient" or "distinguished" performance levels in ELA on the 2021 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	2022 GMAS EOG ELA	Did Not Meet Objective	6/14/22	1 - Oral Report to BOE	Complete
SES-Math	Sugarmill Elementary School	The 2021 GMAS data revealed that 67% of students in grades 3-5 performed at "proficient" or "distinguished" performance levels on the Math EOG.	To increase the percentage of students performing in the "proficient" or "distinguished" performance levels in Math on the 2021 EOG from 67% to 70%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2022 GMAS EOG Math	Did Not Meet Objective	6/14/22	1 - Oral Report to BOE	Complete
SES-Writing	Sugarmill Elementary School	The 2021 GMAS data revealed 25% of all students in grades 3-5 performed at 3 or 4 on the writing scoring scales on the ELA EOG.	To increase the percentage of students who receive a level 3 or 4 on Idea and Usage sections of the Writing EOG from 59% to 62%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2022 GMAS EOG Writing	Met Objective	6/14/22	1 - Oral Report to BOE	Complete
WES-ELA	Woodbine Elementary School	The 2021 GMAS data revealed 43% of all students in grades 3-5 performed below the "proficient" performance level on the ELA EOG.	Increase the % of students performing at or above the "proficient" performance level from 53% to 56% on the 2022 GMAS EOG in ELA.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2022 GMAS EOG ELA	Met Objective	6/14/22	1 - Oral Report to BOE	Complete
WES-Math	Woodbine Elementary School	The 2021 GMAS data revealed 34% of all students in grades 3-5 performed below the "proficient" performance level on the math EOG.	Increase the % of students performing at or above the "proficient" performance level from 69% to 72% on the 2022 GMAS EOG in Math.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2022 GMAS EOG Math	Did Not Meet Objective	6/14/22	1 - Oral Report to BOE	Complete
WES-PBIS	Woodbine Elementary School	2021 Educators Handbook data revealed that 25 instructional days were lost due to office discipline referrals.	Increase the number of students meeting the requirements for the end of year PBIS incentive to 90%.	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	2022 End of Year Educators Handbook Data	Met Objective	6/14/22	1 - Oral Report to BOE	Complete

Camden County Schools Action Plan 2021-2022

School/Dept:	Central Office
Critical Issue:	The FY 22 GMAS performance revealed that 55% of students in grades 3-12 performed in the proficient or higher level on the ELA EOC/EOG.
S.M.A.R.T. Objective:	To increase the percentage of students in grades 3-12 meeting proficient or higher on the GMAS ELA EOC/EOG from 52% to 56% (ES), from 57% to 60% (MS), and from 60% to 63% (HS). Results: 59% of ES students, 53% of MS students, and 57% of HS students performed in the proficient or higher level on the ELA EOC/EOG.
Strategic Focus Area:	1. High Academic Achievement: Raise the academic challenge and performance of each student.
CCS Goal:	Goal 1.1 Mastery of essential knowledge and skills by all students
Performance Indicator: (Lagging Indicator)	FY 22 GMAS ELA EOC/EOG
Outcome:	Did Not Meet Objective
Final Report Date:	6/13/2022
Report Format:	1 - Oral Report to BOE
Status:	Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
ELA teachers in grades 1-5 will administer common assessments based upon the pacing to identify the needs of all students and apply interventions based on the level of student performance.	T. Tucker	Focus Area 1	Dec. 17 & Mar. 4	Title I; Instructional Ext. Funds (IE)	55 & 60% of students scoring 70% or higher on CA's to demonstrate mastery
Teachers will create differentiated lessons to improve Lexile performance in grades 1-5 and monitor Lexile growth goals to improve EOG Lexile performance	T. Tucker	Focus Area 1	Sept. 30 & Jan. 28	Title I; IE	40, 50, & 68% of students meeting EOY targets
Teachers will administer Write Score writing tools in grades 3-5 & 9-11 to analyze data related to Trait 1 for Informational writing and the 4 point scale for Reading Narrative writing (Gr 3-5 only). Feedback through conferencing and small group instruction will focus on areas of strengths/deficits in writing.	T. Tucker, J. Martin	Focus Area 1	Dec. 17 & Mar. 4	Title I; WriteScore	35% of students scoring 3 or 4 on Reading Narrative & 10% of students scoring 3 or 4 on Trait 1 Informational
ELA teachers in grades 6 - 7 will administer mastery assessments based upon the pacing to identify the needs of all students and apply research based interventions based on individual student performance. Grades 8 -11 will administer writing assessments to analyze data related to Trait 1 for Informational writing.	J. Martin	Focus Area 1	Dec 16 & Mar 25	LFS, SREB, IE, Title I	Students will increase the average score on the MA by 3% from FY21 to FY22
ELA teachers in grades 6 - 8 will apply researched based practices to increasing Lexile performance and monitor individual growth goals.	J. Martin	Focus Area 1	Dec. 16 & Feb. 25	Reading Inventory, Read Theory, LFS, SREB, IE, Title I	By mid-year 40% of students will meet Lexile target. By beginning of 4th quarter 60% will meet EOY targets.
Implement the LFS Course 3 Catching Kids Up strategies in SPED classes and monitor the impact on Lexile performance.	V. Melton	Focus Area 1	Sept. 30 & Jan. 28	IDEA	Increase the % of students meeting EOY Lexile - 40% 1st SEM MAP, 60% 2nd SEM MAP, 70% EOG
Implement Exact Path in ESOL classes to support language acquisition/vocabulary and monitor the impact on Lexile performance.	D. Cato	Focus Area 1	Sept. 30 & Jan. 28	Title I	By mid-year 100% of the EL students will meet Lexile targets of baseline plus 20L per administration.

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School/Dept: Central Office

Critical Issue: The FY 21 GMAS performance revealed that 47% of students in grades 6-12 performed in the proficient or higher level on the Math EOC/EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grades 6-12 meeting proficient or higher on the GMAS Math EOC/EOG from 51% to 54% (MS), and from 47% to 50% (HS). Results: 46% of MS students and 57% of HS students performed in the proficient or higher level on the Math EOC/EOG.

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

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

Performance Indicator: FY 22 GMAS Math EOC/EOG
(Lagging Indicator)

Outcome: _____

Final Report Date: 6/13/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Math teachers in grades 6 - 8 will administer mastery assessments based upon the pacing to identify the needs of all students, collaboratively plan, and apply research based interventions based on individual student performance.	J. Martin	Focus Area I	Nov. 18, Feb. 24, Apr 21	Title I, Instructional Ex. Funds (IE)	40% of students scoring 80% or higher on mastery assessments.
Administer frequent, standards based formative assessments to monitor student progress and offer outside classtime remediation to address individual student deficits.	J. Martin	Focus Area I	Nov. 18, Feb. 24, Apr 22	Title I, Instructional Ex. Funds (IE)	Students will increase average score on formative assessment by 3% from FY 21 to FY 22.

Camden County Schools Action Plan 2021-2022

School/Dept: Central Office

Critical Issue: The FY 21 GMAS performance revealed that 50% of students in grades 8-12 performed in the proficient or higher level on the Social Studies EOC/EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grades 8 and 11 meeting proficient or higher on the GMAS Social Studies EOC/EOG from 52% to 54% (MS) and from 61% to 64% (HS). Results: 56% of MS students and 65% of HS students performed in the proficient or higher level on the Social Studies EOC/EOG.

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

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

**Performance Indicator:
(Lagging Indicator)** FY 22 GMAS Social Studies EOC/EOG

Outcome: Met Objective

Final Report Date: 6/13/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Social Studies teachers in grades 8 & 11 will administer mastery assessments based upon the pacing to identify the needs of all students, collaboratively plan systemwide, and apply research based interventions based on individual student performance.	J. Martin	Focus Area I	Nov. 18, Feb. 24, Apr 21	Title I, Instructional Ex. Funds (IE)	Students will increase the average score on the MA/Benchmarks by 3% from FY21 to FY22

Camden County Schools Action Plan 2021-2022

School/Dept: Central Office

Critical Issue: There were 16 employee injuries reported during the 2020-2021 school year of which 12 (75%) were treated by a physician.

S.M.A.R.T. Objective: Reduce the number of employee injuries by 25% from 16 to 12 and injuries treated by a physician by 25% from 12 to 9 by the end of the 2021-2022 school year respectively. RESULTS: 35 injuries, 17 treated by a physician

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) 2022 Employee Injury Report

Outcome: Did Not Meet Objective

Final Report Date: 6/13/2022 **Report Format:** 2 - Written Report to BOE **Status:** Complete

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	07/20/21	2022 Employee Accident data	50% reduction-new employees having accidents when comparing FY21 & FY22 new employee accident data
Safety Walkthroughs of facilities conducted to include external safety representative	J. Miller, P. Davis, Ga.Srvs. Rep.	Focus Group	10/27, 1/28, 4/27	Walkthrough data	75% 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, 1/28, 4/27	Ga.Admin.Srvs. & Internet Safety Materials	75% reduction-multiple injuries when comparing multiple year trend data from FY21 & FY22
Quarterly report out of accident data at admin./principals' meetings	Jon Miller	Admin./Princ. Groups	10/6, 1/5, 4/6	2019 Employee Accident data	25% reduction- FY21 & FY22 accident data comparison
Safety tips to be incorporated in nurse information to employees	Denise Clements	Focus Group	10/27, 1/28, 4/27	Safety Tips- Internet Resources, Accident Data	25% reduction- FY21 & FY22 accident data comparison

Camden County Schools Action Plan 2021-2022

School/Dept: Central Office

Critical Issue: A review of the FY15-FY21 3-12 Georgia Student Health Survey 2.0 / Georgia Wellness Survey (2021) student responses revealed a need for greater student support with regard to social-emotional related issues and general well-being.

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

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

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

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

Outcome: Met Objective

Final Report Date: 6/1/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Provide Sources of Strength training to designated 6-12 personnel and students and monitor the implementation of the training strategies.	Dr. Bianca Booker	Focus Area III	8/26, 11/25, 1/27, 3/24	Sources of Strength; CCAR Grant	100% of the monthly minutes submitted
Continue to implement a plan to address social emotional topics during 9-12 advisement utilizing MFLC support.	HS Director of Counseling Services	Focus Area III	8/26, 11/25, 1/27, 3/24	MFLC	100% of the FY21 MFLC Advisement Activities Completed
Continue to implement the Securely web-filtering to monitor for signs of bullying, self-harm, and threats.	Student Services Director	Focus Area III	8/26, 11/25, 1/27, 3/24	Securely Data Reports	Reduce the number of incidents reported by 10% from the baseline.
Continue to implement the Help A Child Smile and monitor participating student attendance.	Health Services Coordinator	Focus Area III	8/26, 11/25, 1/27, 3/24	Mobile Services	Reduce absences for participants by 10% from the baseline.

Camden County Schools Action Plan 2021-2022

School/Dept: Central Office

Critical Issue: Children in our community need access to healthy meals during summer break.

S.M.A.R.T. Objective: Implement Seamless Summer Option during the summer following SY 22.

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)** Lunch Cost and Participation Report

Outcome: Met Objective

Final Report Date: 6/30/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Select school sites for SSO based on data from previous operation and enter information in SAM for approval	SNP Director	Assistant Superintendent	03/04/22	Cost and Participation Reports, Portal	
Develop mobile routes and assign drivers for SSO based on participation from previous operation	Transportation Director	Assistant Superintendent	05/02/22	Production Records, Meal Counts	
Select staff and develop schedules for SSO meal production and distribution	SNP Manager Trainer	SNP Director	05/03/22	Production Records, Meal Counts	
Develop appropriate menus for SSO within menu pattern and food safety guidelines	SNP Director	Assistant Superintendent	04/08/22	Mosaic Menu Planning	
Procure food and supplies for SSO and develop delivery schedules	SNP Manager Trainer	SNP Director	04/08/22	Production Records	
Order food and supplies, supervise staff, complete daily meal counting and claiming, develop work schedules, turn in weekly and monthly reports, conduct monthly physical inventory	Cafeteria Managers	SNP Director	5/31/22, 6/30/22	Mosaic Back of House	

Camden County Schools Action Plan 2021-2022

School/Dept: Central Office

Critical Issue: Students across the district need access to food during school breaks.

S.M.A.R.T. Objective: To provide vended meals for students when Seamless Summer Option cannot be utilized.

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: Meal Counts
(Lagging Indicator)

Outcome: Met Objective

Final Report Date: 6/30/2022 **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Survey families to assess interest in holiday meal programs.	Communications Specialist	SNP Director	10/13/21, 12/29/21, 2/16/22	Google Docs	Survey Responses
Develop, distribute, and advertise RFP for vended meals.	SNP Director	Assistant Superintendent	10/06/21	Georgia Procurement Registry, System Website	Proposals from vendors
Analyze proposals and select vendor.	SNP Director	Assistant Superintendent	10/28/21	Spreadsheet	Proposals from vendors

Camden County Schools Action Plan 2021-2022

School/Dept: Central Office

Critical Issue: In FY21, the CCS maintenance department completed 72% of the Schooldude maintenance requests in 7 days or less.

S.M.A.R.T. Objective: Increase the percentage of Schooldude workorders completed in 7 days or less to 76%

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

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

**Performance Indicator:
(Lagging Indicator)** Schooldude KPI Dashboard

Outcome: Met Objective

Final Report Date: 6/14/2022 **Report Format:** 2 - Written Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Run bi-weekly reports to prioritize workorders that are greater than or equal to 3 days old.	J. Sloan	P. Davis	1st working day of each month	Energy conservation program	KPI Report
Create scheduled tasks in Maintenance Direct for requests that can not be completed within 7 days (i.e. Major projects)	J. Sloan	P. Davis	1st working day of each month	Energy conservation program	KPI Report
Post weekly list of outstanding workorders assigned to technicians.	P. Davis	J. Sloan	1st working day of each month	Energy conservation program	KPI Report

Camden County Schools Action Plan 2021-2022

School/Dept: Central Office

Critical Issue: In FY22, 25% of candidates that entered the CCS Driver Training Program became eligible CCS bus drivers.

S.M.A.R.T. Objective: Increase the percentage of candidates that become eligible CCS bus drivers from 25% to 50%.

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

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

**Performance Indicator:
(Lagging Indicator)** Percentage of candidates that become eligible CCS bus drivers in FY22

Outcome: Met Objective

Final Report Date: 6/1/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Use of a shared tracking sheet for candidate training component completion.	Dwayne Dimsdale	Pennie Davis	10/15,11/22, 2/28,9/30, 12/9, 5/30	Shared Tracking Sheet	Number of drivers at each stage at training.
Assign and check study guide for written test.	Teri Tracey	Dwayne Dimsdale	10/15,11/22, 2/28,9/30, 12/9, 5/30	Shared Tracking Sheet/Copy of Driving Permit Filed	Study Guide Assignment / Completion Log
Candidate scheduling for, and completion of, the GA DDS CDL Bus Driving Road Test within 8 weeks of the receipt of the approved background check.	Teri Tracey	Dwayne Dimsdale	10/15,11/22, 2/28,9/30, 12/9, 5/30	Shared Tracking Sheet/Copy of CDL License Filed	DDS Portal / percentage of candidates completed within 8 weeks.

Camden County Schools Action Plan 2021-2022

School/Dept: Central Office

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

S.M.A.R.T. Objective: To increase the percent of parents responding positively to questions related to interpersonal relations on the 2022 Georgia Parent Survey from 84% to 87%. The FY22 Parent Survey revealed an 80.5% favorable response on questions related to interpersonal realtions.

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

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

**Performance Indicator:
(Lagging Indicator)** 2022 GA Parent Survey

Outcome: Did Not Meet Objective

Final Report Date: 6/9/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Professional Development will be provided to staff to develop an understanding of involving, receiving input from and informing parents of their child's school life to increase student achievement on academic standards. (Building Parent Capacity)	D. Cato	FA-V Team	12/8/21 and 4/30/22	Parent and Family Engagement Partnership	An increase in favorable survey responses after Parent Night Meetings (Dates vary by school and grade span)
School personnel will establish and maintain collaborative relationships with families to support children's healthy development by participating in professional learning designed to teach best practices for communicating with parents. (Building Staff Capacity)	Principals	Director of Federal Programs & Special Projects	10/21, 3/22, 4/22	Building Staff Capacity	20% increase each quarter in Parent-Teacher Meeting participation
Good News Ambassadors will inform families of school level, activities, stories and pictures to promote positive events in schools.	Communication Specialist	FA-V Team	9/11/21, 12/17/21, 4/30/22	School and System Websites	One monthly news story submittal from each school.

Camden County Schools Action Plan 2021-2022

School/Dept: Camden County High School

Critical Issue: The 2021 EOC data revealed that 58% of students scored at the proficient or distinguished learner level as indicated on the American Literature EOC.

S.M.A.R.T. Objective: To increase the percentage of learners performing at proficient and distinguished learner levels on the American Literature EOC by 3% from 58% to 61%.

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 22 American Literature EOC data

Outcome: Did Not Meet Objective

Final Report Date: 6/13/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Remediate learning in small groups during the school day as well as providing opportunities outside of the school day to address deficiencies.	Ryan Durham Melanie Sutton Christy Roberts	Christy Roberts	09/21, 11/20, 01/12, 03/18	Contracted Tutoring/ Title One Funds/IE/SPED	Students will increase average score on formative assessments by 3% from FY21 to FY22
Administer frequent, standards based formative assessments to monitor student progress and offer outside of classtime remediation to address individual student deficits.	ELA Teachers Ryan Durham	Christy Roberts Ryan Durham	09/21, 11/20, 01/12, 03/18	Benchmark/ PM Assessment/ Edgenuity ELA Teacher	Students will increase average score on formative assessments by 3% from FY21 to FY22

Camden County Schools Action Plan 2021-2022

School/Dept: Camden County High School

Critical Issue: The 2021 EOC data revealed that 45% of students scored at the proficient or distinguished learner level as indicated on the Coordinate Algebra EOC.

S.M.A.R.T. Objective: To increase the percentage of learners performing at proficient or distinguished learner levels on the Coordinate Algebra EOC by 3% from 45% to 48%.

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: FY 22 Coordinate Algebra EOC Data
(Lagging Indicator)

Outcome: Met Objective

Final Report Date: 6/13/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Remediate learning in small groups during the school day as well as providing opportunities outside of the school day to address deficiencies.	Melanie Sutton	Keith Cloud Cynthia Brantley	09/21, 11/20, 01/12, 03/18	Contracted Service Tutors and 1/2 time teachers / Title One Funds/IE/SPED	Students will increase average score on formative assessments by 3% from FY21 to FY22
Use FEV tutoring program for individual at-home tutoring to close skill gaps.	Math Teachers	Keith Cloud Cynthia Brantley	09/21, 11/20, 01/12, 03/18	FEV Program / Title One Funds	Students will increase average score on formative assessments by 3% from FY21 to FY22
Administer frequent, standards based formative assessments to monitor student progress and offer outside classtime remediation to address individual student deficits.	Math Teachers	Keith Cloud Cynthia Brantley	09/21, 11/20, 01/12, 03/18	Benchmark / PM Assessment / Edgenuity / Math Teacher	Students will increase average score on formative assessments by 3% from FY21 to FY22

Camden County Schools Action Plan 2021-2022

School/Dept: Camden County High School

Critical Issue: The 2021 school year revealed that 3% of the CCHS students received social/emotional support.

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

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

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

**Performance Indicator:
(Lagging Indicator)** The number of students receiving social/emotional support at Camden County High School

Outcome: Met Objective

Final Report Date: 6/13/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
New faculty will attend a mandatory social emotional awareness training	Dana Linzy	Valerie Brumbelow	10/13/20	New Faculty Orientation Sign-In Sheet	100% of New Faculty trained
Continue to implement Sources of Strength lessons through advisement to bring awareness to Social/Emotional Health and positive concepts of the SADD Club	Tara Carter Mandy Scott	Valerie Brumbelow	10/8/20 11/11/20 12/18/20	Advisory Calendar, Advisory PS Attendance	Increase SADD membership by 10%. (Ended 2021 with 110 student members). 100% students connected to school and/or community resources for additional assistance through referrals to treat mental health issues (suicidal ideations, violence, abuse, and depression).
Assign a Guidance Counselor to respond to the mental health needs of students and collaborate with local mental health providers	Dana Linzy	Valerie Brumbelow	12/18/20 5/14/21	Community Health Resources Camden Suicide Coalition	
Monitor SECURLY alerts closely in order to identify critical social emotional students	Dana Linzy Valerie Brumbelow	James Phillips	12/18/20 5/14/21	SECURLY Software	A decrease in the number of critical alerts by 10%. (Ended 2021 with 5 critical students being monitored).
Grimm Reaper activity during Prom week	Fine Arts Dept	D. Slusser	04/30/21	Drunk Driving Awareness	Give students a visual activity to show effect of making poor decisions about alcohol or drug use on Prom night.

Camden County Schools Action Plan 2021-2022

School/Dept:	Camden Middle School				
Critical Issue:	The 2021 Georgia Milestones Assessment System data revealed that 52% of all students in grades 6-8 performed at or above the proficient performance level on the English Language Arts assessment.				
S.M.A.R.T. Objective:	Increase the percentage of 6-8 grade students performing at or above the proficient level in ELA on the 2022 assessment from 53% to 56%.				
Strategic Focus Area:	1. High Academic Achievement: Raise the academic challenge and performance of each student.				
CCS Goal:	Goal 1.1 Mastery of essential knowledge and skills by all students				
Performance Indicator: (Lagging Indicator)	2022 GMAS				
Outcome:	Did Not Meet Objective				
Final Report Date:	6/15/2022	Report Format:	1 - Oral Report to BOE	Status:	Pending Assessment Results

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Language arts teachers and contracted service tutors for grades 6-8 will remediate all students based on the level of student performance in small groups weekly. (Hattie: Direct Instruction - effect size 0.82. Remediation/feedback - effect size 0.65)	Kruschwitz	Heron/Brimhall	1/11/2022 3/12/2022	SBB, Title I, Title V, IE, RI	Students will increase the average score on mastery assessments by 3% from FY21 to FY22. 80% of students increasing Lexile goals by 70 points (35 point mid-year)
Teachers will administer, analyze and provide feedback to students on writing narrative, argumentative and informational pieces using Write Score. (Hattie: Feedback - effect size 1.13)	Kruschwitz	Heron/Brimhall	10/30/21 2/19/22 4/23/22	Title I, Write Score	75% of all students will perform at the proficient level on Write Score assessments.
Create rigorous assignments using the backward design model provided from LFS. (Hattie: Challenge of Goals - effect size 0.52, Quality Instruction - effect size 1.00, Classroom environment - effect size 0.56)	Kruschwitz	Heron/Brimhall	10/30/21 2/19/22 4/23/22	Brimhall, Coley	75% of all students will perform at the proficient level on Write Score assessments. □

Camden County Schools Action Plan 2021-2022

School/Dept: Camden Middle School

Critical Issue: The 2021 Georgia Milestones Assessment System data revealed that 46% of all students in grades 6-8 performed at or above the proficient performance level on the Math assessment.

S.M.A.R.T. Objective: Increase the percentage of 6-8 grade students performing at or above the proficient level in math on the 2022 assessment from 47% in 2021 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)** 2022 GMAS

Outcome: Did Not Meet Objective

Final Report Date: 6/15/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Pending Assessment Results

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Math and contracted serviced teachers in grade 6-8 will remediate at-risk students based on level of student performance in small groups, weekly. (Direct Instruction - effect size 0.82, Remediation/feedback - effect size 0.65)	Kruschwitz	Heron/Brimhall	10/30/21 1/11/22 3/26/22	SBB, Title I, Title V, IE	Students will increase the average score on mastery assessments by 3% from FY21 to FY22.
Teachers will implement FALs and LFS strategies. (Challenge of Goals - effect size 0.52, Quality Instruction - effect size 1.00, Classroom environment - effect size 0.56)	Kruschwitz	Heron/Brimhall	10/30/21 1/11/22 3/26/22	Brimhall, Coley	Students will increase the average score on mastery assessments by 3% from FY21 to FY22.

Camden County Schools Action Plan 2021-2022

School/Dept: Camden Middle School

Critical Issue: The 2021 Georgia Milestones Assessment System data revealed that 25.6% of Special Education students performed at proficient or above in math.

S.M.A.R.T. Objective: Increase the percentage of Special Education students performing at or above the proficient level in math on the 2022 assessment from 25.6% to 28.6%.

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) 2022 GMAS

Outcome: Did Not Meet Objective

Final Report Date: 6/15/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Pending Assessment Results

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
SS teachers in grade 6-8 will remediate at-risk students based on level of student performance in small groups, weekly. (Direct Instruction - effect size 0.82, Remediation/feedback - effect size 0.65)	Brimhall	Heron	10/30/21 1/11/22 3/26/22	SBB, Title I, Title V,IE	Students will increase the average score on mastery assessments by 3% from FY21 to FY22.
Teachers will incorporate LFS strategies into lessons and assessments. (Challenge of Goals - effect size 0.52, Quality Instruction - effect size 1.00, Classroom environment - effect size 0.56)	Brimhall	Heron	10/30/21 1/11/22 3/26/22	Title I, Brimhall, Coley LFS	Students will increase the average score on mastery assessments by 3% from FY21 to FY22.
Student will be remediated through the use of Exact Path to close identified gaps in learning.	Brimhall	Heron	10/30/21 1/11/22 3/26/22	Title I, Exact Path	Students will increase at least 1 grade level per semester.

Camden County Schools Action Plan 2021-2022

School/Dept:	Crooked River Elementary School				
Critical Issue:	The 2021 GMAS EOG revealed that 55.3% 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 2022 ELA GMAS EOG from 55.3% to 58.3% (DID NOT MEET 56.56%)				
Strategic Focus Area:	1. High Academic Achievement: Raise the academic challenge and performance of each student.				
CCS Goal:	Goal 1.1 Mastery of essential knowledge and skills by all students				
Performance Indicator: (Lagging Indicator)	2022 ELA GMAS EOG				
Outcome:	Did Not Meet Objective				
Final Report Date:	6/8/2022	Report Format:	1 - Oral Report to BOE	Status:	Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
1. ELA teachers in grades 3-5 will incorporate conferences and goal setting to improve Lexiles.	3rd-J. C., K. T., T. J, E. B. 4th-T. S., L. B, 5th-S. H., R. R. SPED S. S., M. S. Media-L.M	Principal, TLS, PLC	9/14, 11/16, 3/15	MAP, Title I	75% of students meeting or exceeding the CCRPI Lexile target (3rd-4th Nov. 60%, Mar 75%; 5th Nov. 60%, Mar. 80%)
2. ELA teachers in grades 3-5 will incorporate writing conferences and goal setting to improve student writing of trait 1 in all genres.	3rd-J. C., K. T., T. J, E. B. 4th-T. S., L. B, 5th-S. H., R. R. SPED S. S., M. S. Media-L.M	Principal, TLS, PLC	11/16, 2/15, 4/12	Write Score assessment, Title	75% of students receiving a level 3 or 4 on all genres for Trait 1. (test: Oct. 50%, Jan. 60%, Feb. 75%)
3. ELA teachers in grades 3-5 will analyze common assessment data to adjust instruction, create flexible strategy groups at least once each quarter, and measure content mastery.	3rd-J. C., K. T., T. J, E. B. 4th-T. S., L. B, 5th-S. H., R. R. SPED S. S., M. S. Media-L.M	Principal, TLS, PLC	1/3, 2/22, 5/10	T1 Contract teachers, PL data, common assessments	75% of students scoring 80% or more on each common assessment.
4. ELA teachers in grades 3-5 will implement the Accelerating Strategies of the Learning-Focused model (previewing, scaffolding-ALDs, structured review).	3rd-J. C., K. T., T. J, E. B. 4th-T. S., L. B, 5th-S. H., R. R. SPED S. S., M. S. Media-L.M	Principal, TLS, PLC	1/3, 2/22, 5/10	T1 Contract teachers SWD teachers, lesson plans, PL, Common Assessments	75% of students scoring 80% or more on each common assessment.
5. Media Specialist will monitor grades 3-5 student Lexile growth through weekly lessons: assistance in choosing books, monitoring progress, and reading strategies.	Lisa Markham	Principal, TLS	9/14, 11/16, 3/15	Lexile ranges, MAP, Media Center resources	75% of students meeting or exceeding the CCRPI Lexile target (3rd-4th Nov. 60%, Mar 75%; 5th Nov. 60%, Mar. 80%)

Camden County Schools Action Plan 2021-2022

School/Dept:	Crooked River Elementary School				
Critical Issue:	The 2021 GMAS EOG revealed that 62% 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 2022 Math GMAS EOG from 62% to 65% (DID NOT MEET -63.67%)				
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)	2022 Math GMAS EOG				
Outcome:	Did Not Meet Objective				
Final Report Date:	6/8/2022	Report Format:	1 - Oral Report to BOE	Status:	Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
1. Math teachers in grades 3-5 will incorporate conferences for specific feedback and goal setting to improve math conceptual knowledge.	3rd-J. K., K. W., K. T., K. D. 4th-J. S. K. W. 5th-C. R C. D. SPED S. S., M. S.	Principal, TLS, PLC	9/14, 11/16, 3/15	MAP, Van de Walle, GADOE, Title I	75% of students meeting or exceeding the gradelevel Math RIT target. (Nov. 60%, Mar. 75%)
2. Math teachers in grades 3-5 will implement the Accelerating Strategies of the Learning-Focused model (previewing, scaffolding-ALDs, structured review)	3rd-J. K., K. W., K. T., K. D. 4th-J. S. K. W. 5th-C. R C. D. SPED S. S., M. S.	Principal, TLS, PLC	1/3, 4/12	LFS Strategies, MAP, ALD, Title I, Common Assess. PA DOK 3/4	75% of students scoring 80% or more on each common assessment.
3. Math teachers in grades 3-5 will analyze common assessment data to adjust instruction, create flexible strategy groups by unit, and measure content mastery.	3rd-J. K., K. W., K. T., K. D. 4th-J. S. K. W. 5th-C. R C. D. SPED S. S., M. S.	Principal, TLS, PLC	1/3, 4/12	75% of students scoring 80% or more on each common assessments.	75% of students scoring 80% or more on each common assessments.
4. Math teachers in grades 3-5 will utilize manipulatives during instruction to move students from concrete to abstract knowledge of mathematical skills.	3rd-J. K., K. W., K. T., K. D. 4th-J. S. K. W. 5th-C. R C. D. SPED S. S., M. S.	Principal, TLS, PLC	1/3, 4/12	T1 Contract teachers, PL data, common assessments	75% of students scoring 80% or more on each common assessments.

Camden County Schools Action Plan 2021-2022

School/Dept:	Crooked River Elementary School				
Critical Issue:	The 2021 GMAS EOG revealed that 57% of students in grade 5 scored at the proficient and/or distinguished levels in Science.				
S.M.A.R.T. Objective:	To increase the percent of students scoring at the proficient and distinguished learner levels on the 2022 Science GMAS EOG from 57% to 60% (MET 62%)				
Strategic Focus Area:	1. High Academic Achievement: Raise the academic challenge and performance of each student.				
CCS Goal:	Goal 1.1 Mastery of essential knowledge and skills by all students				
Performance Indicator: (Lagging Indicator)	2022 Science GMAS EOG				
Outcome:	Met Objective				
Final Report Date:	6/8/2022	Report Format:	1 - Oral Report to BOE	Status:	Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
1. Third-fifth grade science teachers will incorporate conferences and goal setting to improve Lexiles in non-fiction text.	3rd-J. K. K. W, K.T. K.D., 4th-T. J.S. J.S, 5th-C.R. C. D., SWD-S.S., A.L.	PLC, TLS	9/14, 11/16, 3/15	MAP, Title I	75% of students meeting or exceeding the CCRPI Lexile target (Nov. 60%, March 75%)
2. Fifth grade science teachers will review data from formative and summative assessments to adjust instruction, create flexible strategy groups every unit, and measure content mastery for strategy groups.	5th gr.: C.R., C.D., SWD: S.S., A.L.	TLS	1/3, 4/26	T1 Contract teachers, Common Assessments	80% of students scoring 75% or more on common assessments. (Dec. 50%, Apr. 75%)
3. Third-fifth grade science teachers will implement the Accelerating Strategies of the Learning-Focused model (previewing, scaffolding, structured review).	3rd-J. K. K. W, K.T. K.D., 4th-T. J.S. J.S, 5th-C.R. C. D., SWD-S.S., A.L.	PLC, TLS	1/3, 4/26	T1 Contract teachers, SPED teachers, lesson plans, Common Assessments	80% of students scoring 75% or more on common assessments. (Dec. 50%, Apr. 75%)
4. Third-fifth grade teachers will implement hands-on, student centered, inquiry based tasks at least two times per unit.	3rd-J. K. K. W, K.T. K.D., 4th-T. J.S. J.S, 5th-C.R. C. D., SWD-S.S., A.L.	PLC, TLS	1/3, 4/26	Common Assessments, Formative Assessments	80% of students scoring 75% or more on common assessments. (Dec. 50%, Apr. 75%)

Camden County Schools Action Plan 2021-2022

School/Dept: David L. Rainer Elementary School

Critical Issue: The 2021 GMAS data revealed that 60% of all students in grades 3-5 met their end of the year grade level Lexile target.

S.M.A.R.T. Objective: Increase the percentage of students meeting their end of the year grade level Lexile target in ELA from 60% to 65%.

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

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

**Performance Indicator:
(Lagging Indicator)** 2022 GMAS ELA

Outcome: Did Not Meet Objective

Final Report Date: 6/6/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will have monthly Lexile goal setting conferences with students to select appropriate materials that both meet and challenge students for growth.	K-5 ELA Teachers	Thomas	10/12, 12/7, 2/15	Title I Professional Learning	80% of students meet monthly individual targets. Interim target of 50% at December.
Teachers will incorporate weekly vocabulary acquisition strategies to help increase reading comprehension in all four core subject areas.	K-5 Teachers	Milstead	10/12, 12/7, 2/15	Title I, Professional Learning	70% of students passing vocabulary assessment with 70% mastery by second semester.
Contract service tutors will daily remediate lowest performing standards with students that are performing below grade level in reading.	1st-3-5 teachers	Milstead	10/12, 12/7, 2/15	Instructional Extension, Title I	80% of students meet monthly individual targets. Interim target of 50% at December.
Teachers will participate in LFS Higher Order Thinking professional learning and employ strategies throughout social studies, science, and reading instruction.	K-5 Teachers	Thomas	10/12, 12/7, 2/15	Professional Learning	80% of students meet monthly individual targets. Interim target of 50% at December.
Teachers will monthly use interactive data logs to update and track student progress on school and local assessments.	1-5 Teachers	Milstead	10/12, 12/7, 2/15	Interactive Data Log	70% of students meeting individual Lexile and ELA targets by Spring MAP.
Two vertical planning sessions will occur during first and second semester to address grade level gaps in instruction.	K-5 Teachers	Thomas	10/12, 12/7, 2/15	Professional Learning	Lesson Plan audits at nine weeks end.

Camden County Schools Action Plan 2021-2022

School/Dept: David L. Rainer Elementary School

Critical Issue: The 2021 GMAS data revealed that 50% of all students in grades 3-5 are performing at the proficient and distinguished performance levels on the Math EOG.

S.M.A.R.T. Objective: Increase the percentage of students scoring at the proficient and distinguished levels in math on the 2022 EOG from 50% to 53%.

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: 2022 GMAS Math
(Lagging Indicator)

Outcome: Met Objective

Final Report Date: 6/6/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will incorporate weekly math fluency drills. (3rd-49%, 4th-50%, 5th-76%)	K-2 Teachers, Beckham, Kress, David	Milstead	10/12, 12/7, 2/15	STAR MATH, IXL	80% of students meeting monthly fluency targets. 50% by January report out.
Contract service tutors will daily remediate lowest performing standards in math with students that are at the below basic level. (85%=growth)	Beckham, Kress, David	Thomas	10/12, 12/7, 2/15	Title I/ Instructional Extension	80% of students meeting developing and above targets on math standards.
Teachers will incorporate writing strategies weekly to encourage journal writing and expression in math.	2nd, Beckham, Kress, David	Milstead	10/12, 12/7, 2/15	Instructional Extension	80% of students are able to effectively communicate problem solving.
Teachers will incorporate problem solving Number Talks daily to establish math dialogue among students and Math teacher.	3-5 Teachers	Milstead	10/12, 12/7, 2/15	Professional Learning	80% of students are able to problem solve using more than one strategy.
Teachers will monthly use interactive data logs to update and track student progress on school and local assessments.	1-5 Teachers	Milstead	10/12, 12/7, 2/15	Interactive Data Log	70% of students meeting individual Math and fluency targets by Spring MAP.
Two vertical planning sessions will occur during first and second semester to address grade level gaps in instruction.	K-5 Teachers	Thomas	10/12, 12/7, 2/15	Professional Learning	Lesson Plan audits at nine weeks end.

Camden County Schools Action Plan 2021-2022

School/Dept: David L. Rainer Elementary School

Critical Issue: The 2021 GMAS data revealed that 61% of 5th grade students scored at the proficient and distinguished performance level on the Science E.O.G.

S.M.A.R.T. Objective: Increase the percentage of students scoring at the proficient and distinguished performance levels in Science on the 2022 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)** 2022 GMAS Science

Outcome: Met Objective

Final Report Date: 6/6/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will incorporate vocabulary acquisition activities to help increase standard comprehension.	Proctor, Lance, Fendley	Milstead	10/12, 12/7, 2/15	Title I Professional Learning	70% of students will demonstrate mastery of science standards on.
SWD students will receive instructional Science support in whole and small group instruction.	Proctor, Lance, Fendley	Milstead	10/12, 12/7, 2/15	SWD Instructional Paraprofessional Training	70% of SWD students will demonstrate understanding of science standards on common assessments (spring).
5th grade teacher will receive LFS Higher Order Thinking professional learning and employ strategies during science instruction.	Fendley	Milstead	10/12, 12/7, 2/15	LFS Professional Learning	70% of students will demonstrate mastery of science standards on common assessments (spring).
Teachers will monthly use interactive data logs to update and track student progress on school and local assessments.	Proctor, Lance, Fendley	Milstead	10/12, 12/7, 2/15	Interactive Data Log	70% of students will demonstrate mastery of science standards on common assessments (spring).

Camden County Schools Action Plan 2021-2022

School/Dept:	Kingsland Elementary School				
Critical Issue:	The 2021 EOG data revealed that 57% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels in Language Arts.				
S.M.A.R.T. Objective:	Increase the percentage of students scoring at the proficient and distinguished learner level from 57% to 60% or meet the CCRPI target on the 2022 EOG Language Arts.				
Strategic Focus Area:	1. High Academic Achievement: Raise the academic challenge and performance of each student.				
CCS Goal:	Goal 1.1 Mastery of essential knowledge and skills by all students				
Performance Indicator: (Lagging Indicator)	2022 GMAS ELA EOG				
Outcome:	Met Objective				
Final Report Date:	5/31/2022	Report Format:	1 - Oral Report to BOE	Status:	Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers (Hattie's .77) will teach reading comprehension (Hattie's .72) and vocabulary (Hattie's .62) instructional strategies in grades K-5 and phonics (Hattie's .70) in grades K-2 to increase student Lexiles and enhance student reading comprehension performance.	Parker Kilpatrick Smith-2 Freeland	Ellis Millan	Dec. 7 March 22	Title I Funds, SBB, PL Funds, Instructional Ext Funds	80% of the students achieve RIT growth goal (interim targets 66%; 80%)
Teachers will implement daily reading, writing, and skill practice with and without technology (Hattie's Distr. Pract .71) to improve academic performance.	Barnes, Smith-1 Thrift, Slusser Arias	Ellis Millan	Sept. 21 Jan. 25 March 22	PLC, Collab Planning, Vertical Planning, Title I, SBB	60% of the students achieve RIT scores that correlate to Levels 3 and 4 (interim targets 50%, 60%)
Teachers (Hattie's .77) will utilize writing mnemonics (Hattie's .76), student to teacher feedback (Hattie's .70), student self-reported grades (Hattie's 1.33), direct instruct (Hattie's .60) and flexible grouping to improve writing performance.	Clark Davis McCauslin Griffiths	Ellis Millan	Nov. 16 Feb. 15	PLC, Collab Plan, Vertical Plan, Title I, SBB, Inst. Ext.	70% of the students will achieve level 2 or greater on WriteScore Writing Assessment
Teachers will utilize a rigorous formative assessment process (Hattie .90), evaluate and reflect (Hattie's .75) to increase student achievement.	O'Brien, Howard Smith-2, Yarbrough McCauslin, Griffiths	Ellis Millan	Oct. 26 Jan. 25 March 22	PLC, Collab Planning, Vertical Planning	60% of the students scoring 70% or higher to demonstrate mastery on common assessments

Camden County Schools Action Plan 2021-2022

School/Dept: Kingsland Elementary School

Critical Issue: The 2021 EOG data revealed that 82% of all 3rd - 5th grade students scored on or above their Lexile reading status on the ELA EOG.

S.M.A.R.T. Objective: Increase the percentage of students performing on or above their Lexile reading status from 82% to 85% on the 2022 ELA EOG.

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

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

**Performance Indicator:
(Lagging Indicator)** 2022 GMAS ELA EOG

Outcome: Did Not Meet Objective

Final Report Date: 5/31/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers (Hattie's .77) will teach reading comprehension (Hattie's .72) and vocabulary (Hattie's .62) instructional strategies in grades K-5 and phonics (Hattie's .70) in grades K-2 to increase student Lexiles and enhance student reading comprehension performance.	Team Leaders	Ellis Millan	Sept. 21 Dec. 7 March 22	Title I Funds, SBB, PL Funds, Instructional Ext Funds	85% of the students achieve the MAP Lexile score using "Reading Status" Lexile targets (interim targets 65%, 85%)
Teachers will implement daily reading in the classroom with and without the use of technology (Hattie's Distr. Pract .71) to improve Lexiles.	Team Leaders	Ellis Millan	Sept. 21 Jan. 25 March 22	PLC, Collab Planning, Vertical Planning, Title I, SBB	85% of the students achieve the MAP Lexile score using "Reading Status" Lexile targets (interim targets 65%, 85%)
Teachers will monitor and conference (Hattie's .70) as 100% of their students participate in the Renaissance Accelerated Reading Program to improve Lexiles.	Debbie Bailey	Ellis Millan	Oct. 26 Jan. 25 March 22	PLC, Collab Planning, Vertical Planning	85% of the students achieve the MAP Lexile score using "Reading Status" Lexile targets (interim targets 65%, 85%)
Teachers will set AR student goals, monitor, and conference (Hattie's .70), with 100% of their students to improve Lexiles.	Debbie Bailey	Ellis Millan	Oct. 26 Jan. 25 March 22	PLC, Collab Planning, Vertical Planning	85% of the students achieve the MAP Lexile score using "Reading Status" Lexile targets (interim targets 65%, 85%)

Camden County Schools Action Plan 2021-2022

School/Dept: Kingsland Elementary School

Critical Issue: The 2021 EOG data revealed that 45% of all 5th grade students scored at the proficient and distinguished learner levels in Science.

S.M.A.R.T. Objective: Increase the percentage of students scoring at the proficient and distinguished learner level from 45% to 60% or meet CCRPI target on the 2022 Science EOG.

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

CCS Goal: Goal 1.2 Graduation of all students from high school

Performance Indicator: 2022 GMAS Science EOG
(Lagging Indicator)

Outcome: Did Not Meet Objective

Final Report Date: 5/31/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will focus on building vocabulary (Hattie's .62) and background knowledge with technology (Study Island, Brainpop Videos, Experiments, etc) to gain deeper understanding to aid with reading and comprehension.	Griffis	Ellis Millan	Oct. 26 Dec. 7 Feb. 15 March 22	Title I, SBB	70% of students scoring 70% or higher to demonstrate mastery formative and common assessments
Teachers will utilize Study Island and an aligned incentive plan (Hattie's Challenging Goal .59) to build conceptual knowledge (Hattie's Distr. Pract .71).	Slusser	Ellis Millan	Oct. 26 Dec. 7 Feb. 15 March 22	Title I, SBB	70% of students scoring 70% or higher to demonstrate mastery formative and common assessments
Teachers will utilize a rigorous formative assessment process (Hattie .90) and evaluate and reflect (Hattie's .75) to increase student achievement.	LaPointe	Ellis Millan	Oct. 26 Dec. 7 Feb. 15 March 22	PLC, Collab Planning, Vertical Planning	70% of students scoring 70% or higher to demonstrate mastery formative and common assessments

Camden County Schools Action Plan 2021-2022

School/Dept: Mamie Lou Gross Elementary School

Critical Issue: The 2021 GMAS revealed 44% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the ELA EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3 -5 performing at the proficient and distinguished performance levels in ELA on the 2021 EOG from 44% to 47%.

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) 2022 GMAS EOG ELA

Outcome: Met Objective

Final Report Date: 6/2/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers in grades 1-5 will administer the formative and common assessments based on CCS pacing and assessment schedule to apply interventions in areas of weaknesses.	Jackson, Steele, Soriano, Harrelson, Westberry	Adcox	11/19/21, 2/18/22, 3/24/22, 5/7/22	Subs: SBB, Title 1	Increase to 50%, 55%, and 60% of students scoring 70% or higher on Common Assessments
Teachers will conference with students to set individual Lexile goals to increase Lexile growth.	Grade 1-5 teachers	Adcox	8/27/21, 12/3/21, 3/24/22, 5/6/22	SBB; Title 1	Increase to 50% and 60% of students meeting End of Year Lexile targets using MAP
Students will utilize internet-based learning programs to practice and further develop skills and proficiency in ELA.	Jackson, Steele, Soriano, Harrelson, Westberry	Adcox	8/27/21, 12/3/21, 3/24/22, 5/6/22	iReady, IXL, Moby Max, Education Galaxy: SBB, Title 1	Increase to 50% and 60% of students scoring in the proficient to advanced range on MAP Projected Proficiency
Teachers in grades k-2 will implement Saxon Phonics with fidelity.	Roney, Jackson, Brazell	Adcox	8/27/21, 12/3/21, 3/24/22, 5/6/22	SBB; Title 1	Increase to 50% and 60% of students meeting End of Year Lexile targets using MAP

Camden County Schools Action Plan 2021-2022

School/Dept: Mamie Lou Gross Elementary School

Critical Issue: The 2021 GMAS revealed 60% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the Math EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3-5 performing at the proficient and distinguished performance levels in Math on the 2021 EOG from 60% to 63%

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

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

**Performance Indicator:
(Lagging Indicator)** 2022 GMAS EOG Mathematics

Outcome: Did Not Meet Objective

Final Report Date: 6/2/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers in grades 1-5 will administer the formative and common assessments based on CCS pacing and assessment schedule to apply interventions in areas of weaknesses.	Jackson, Westberry, Mathis, Clark, Booker	Adcox	12/7/21, 1/28/22, 4/7/22, 5/13/22	Subs: SBB, Title 1	Increase to 60% and 65% of students scoring 70% or higher on Common Assessments
Grades 3-5 teachers will implement flexible grouping strategies based on formative assessment data to differentiate instructional content, process, and learning environment to remediate and accelerate all students.	Mathis, Clark, Booker	Adcox	8/27/21, 12/3/21, 3/24/22, 5/6/22	Subs: SBB, Title 1	Increase to 60% and 65% of students scoring in the proficient to advanced range on MAP projected proficiency
Teachers will provide math fluency practice to enhance automaticity in addition, subtraction, multiplication and division.	Garrick, Williamson, Mathis, Clark, Booker	Math Committee	8/31/21, 9/30/21, 10/28/21, 12/17/21, 1/28/22, 3/28/22, 4/29/22	Moby Max, Flash Cards, Holey cards	Increase the percentage of students meeting grade level goals to 40%, 50%, 60%, 70%, 80%, and 90%
Students will utilize internet-based learning programs to practice and further develop skills and proficiency in Math.	Garrick, Mathis, Clark, Booker, Williamson	Adcox	8/27/21, 12/3/21, 3/24/22, 5/6/22	iReady, IXL, Moby Max, Education Galaxy	Increase to 60% and 65% of students scoring in the proficient to advanced range on MAP projected proficiency

Camden County Schools Action Plan 2021-2022

School/Dept: Mamie Lou Gross Elementary School

Critical Issue: The 2021 GMAS revealed that 62% of all 5th grade students performed at the proficient level or above on the Science EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grade five performing at the proficient and distinguished levels on the 2021 Science EOG from 62% to 65%

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

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

**Performance Indicator:
(Lagging Indicator)** 2022 GMAS EOG Science

Outcome: Did Not Meet Objective

Final Report Date: 6/2/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will administer common assessments based on the CCS pacing and assessment schedule to apply interventions in areas of weakness.	Mathis, McGovern, Croson	Adcox	7/17/21, 4/16/22	SBB, Title 1, IXL	Increase the percentage of students to 60% and 65% scoring 70% or higher on Common Assessments
Students will utilize internet-based learning programs to practice and further develop skills and proficiency in Science	Harrelson, Mathis, McGovern, Croson	Adcox	12/17/21, 4/16/22	SBB, Title 1, IXL	Increase the percentage of students to 60% and 65% scoring 70% or higher on Common Assessments
Visual Arts and Media will reinforce standards through acceleration during special's time.	Jackson, Media Specialist	Adcox	12/17/21, 4/16/22	SBB, Title 1, IXL	Increase the percentage of students to 60% and 65% scoring 70% or higher on Common Assessments

Camden County Schools Action Plan 2021-2022

School/Dept:	<u>Mary Lee Clark Elementary School</u>				
Critical Issue:	<u>The 2021 EOG data revealed 54% of all students in grades 3-5 performed at or above the "proficient" performance level on the ELA EOG.</u>				
S.M.A.R.T. Objective:	<u>Increase the percentage of students performing at or above the "proficient" level in ELA on the 2022 EOG from 54% to 57%.</u>				
Strategic Focus Area:	<u>1. High Academic Achievement: Raise the academic challenge and performance of each student.</u>				
CCS Goal:	<u>Goal 1.1 Mastery of essential knowledge and skills by all students</u>				
Performance Indicator: (Lagging Indicator)	<u>2022 ELA EOG</u>				
Outcome:	<u>Met Objective</u>				
Final Report Date:	<u>6/1/2022</u>	Report Format:	<u>1 - Oral Report to BOE</u>	Status:	<u>Complete</u>

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will analyze disaggregated reading formative assessment and common assessment data to differentiate for all students, both with and without the assistance of educational software, at a minimum of 3 days per week.	ELA Teachers	TLS	10/13, 1/4, 3/22	PL, IE, Title I funding	Common Assmts: 3-5 students-70% scoring 70% or above; Subgroup-70% scoring 55% or above
Grades 1-5 teachers will analyze disaggregated MAP data to differentiate for all students using student RIT growth goals targeting subgroups with one-on-one goal setting conferences every 3 weeks.	ELA Teachers	TLS	11/30, 3/22	PL fund-Subs; IEx-Tutors; Title I-MAP,Subs,Tutors	RIT Range: grade 3 202-350; grade 4 209-350; grade 5 214-350 with 50% in December and 70% in April
Teachers will conference with students at a minimum of every 3 weeks on Lexile goals, book choice during independent reading, and AR progress/goals.	ELA Teachers	Principal	11/30, 3/22	PL fund-Subs; IEx-Tutors; Title I-Subs,Tutors	Increase to 50% and 60% of students meeting grade level CCRPI Lexile Targets.
3-5 ELA teachers will administer writing assessments and implement differentiated lessons based on WriteScore data and writing conferences with students monthly.	ELA Teachers	TLS	11/2, 2/15	PL fund-Subs; IEx-Tutors; Title I-Subs,Tutors	Increase to 40%, 50%, and 60% of students scoring 3&4 on the writing assessments.
Teachers will implement school wide writing plan using teacher created writing prompts to match EOG style. Faculty will provide feedback and recommendations for improving writing.	Teachers	Principal	10/13, 1/4, 3/26	Title I funds, IEx-Tutors, Write Score	Increase to 40%, 50%, and 60% of students scoring 3&4 on the writing assessments.
Media specialist will work with identified students (level 4, high level 3 ELA) in fifth grade to maintain and build lexile levels.	Media Specialist	Principal	10/13, 1/4, 3/26	Title I funds	Students increase Lexile by 5% on MAP from fall to winter and winter to spring.

Camden County Schools Action Plan 2021-2022

School/Dept: Mary Lee Clark Elementary School

Critical Issue: The 2021 EOG data revealed 64% of all students in grades 3-5 performed at or above the "proficient performance level" on the Math EOG.

S.M.A.R.T. Objective: Increase the percentage of students performing at or above the "proficient" level in Math on the 2021 EOG from 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: 2022 Math EOG
(Lagging Indicator)

Outcome: Met Objective

Final Report Date: 6/1/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will analyze disaggregated math formatives and common assessment data to differentiate for all students, both with and without the assistance of educational software, at a minimum of three days per week.	Math Teachers	Principal	10/13, 1/4, 3/22	PL fund-Subs; IEx-Tutors; Title I-Software, Subs,Tutors	70% 3-5 stduents scoring 70% or above on CA 1 and 2 and Subgroups scoring at 60% or above.
Grades 1-5 teachers will analyze disaggregated MAP data to differentiate for all students using student RIT growth goals targeting subgroups with one on one goal setting monthly	Math Teachers	Principal	11/30, 3/22	PL fund-Subs; IEx-Tutors; Title I-MAP,Subs,Tutors	RIT Range: grade 3 203-350; grade 4 213-350; grade 5 224-350 with 50% in December and 70% in April
Contract services tutors will work with targeted groups for areas in need of improvement as identified through assessment data.	Math Teachers	Principal	10/13, 1/4, 3/22	PL fund-Subs; IEx-Tutors; Title I-MAP,Subs,Tutors	RIT Range: grade 3 203-350; grade 4 213-350; grade 5 224-350 with 50% in December and 70% in April

Camden County Schools Action Plan 2021-2022

School/Dept: Mary Lee Clark Elementary School

Critical Issue: The 2021 EOG data revealed 60% of students in 5th grade performed at or above the "proficient" performance level on the Science EOG.

S.M.A.R.T. Objective: Increase the percentage of students performing at or above the "proficient" performance level from 60% to 63% on the 2021 EOG in Science.

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

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

Performance Indicator: 2022 Science EOG
(Lagging Indicator)

Outcome: Met Objective

Final Report Date: 6/1/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
5th grade science teachers will administer formative and common assessments and analyze to identify student needs (monthly) and apply interventions based on those results.	5th grade Science Teachers	Principal	10/13, 1/4, 3/22	Professional Learning Fund, Title I - Subs	The percentage of students at 70% or > to 70% on common assessments 1 and 2.
5th grade science teachers will incorporate daily/weekly maintenance activities.	5th grade Science Teachers	Principal	10/13, 1/4, 3/22	Title I funds	The percentage of students at 70% or > to 70% on common assessments 1 and 2.
5th grade science teachers will incorporate higher order thinking strategies (HOTS) into the science content activities weekly as well as in teacher made assessments.	5th grade Science Teachers	Principal	10/13, 1/4, 3/22	Title I funds	The percentage of students at 70% or > to 70% on common assessments 1 and 2.
Contract services tutors will work with targeted groups for areas in need of improvement as identified through assessment data.	5th grade Science Teachers	Principal	10/13, 1/4, 3/26	InEx and Title I funds - contract service	The percentage of students at 70% or > to 70% on common assessments 1 and 2.

Camden County Schools Action Plan 2021-2022

School/Dept: Matilda Harris Elementary School

Critical Issue: The 2021 GMAS data revealed 52% of all students in grades 3-5 performed at the proficient and distinguished performance level on the ELA EOG.

S.M.A.R.T. Objective: Increase the % of students performing in the proficient and distinguished levels from 52% to 55% on the 2022 ELA EOG for grades 3-5.

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

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

**Performance Indicator:
(Lagging Indicator)** 2022 ELA GMAS EOG

Outcome: Did Not Meet Objective

Final Report Date: 6/8/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Set and monitor 1-5 grade student Lexile goals for individual awareness and reading materials selections. (student conf. held twice a month) (Hattie: Challenge of Goals-effect size 0.52)	Snook, Young, Green, Tesh, Williams, Fields	Sykora Cobb	12/14/21, 03/25/21	PL, Title I	65% of students meeting grade-level Lexile Targets for EOG (3rd: 670, 4th: 840, 5th: 920) (30% at midpoint)
ELA Teachers will use mock writing prompts and feedback to reteach and provide students an opportunity to rewrite.	Moore, Williams Fields	Sykora Cobb	11/15/21, 04/01/23	PL, Title I	55% of students will score between 5-7 on the 7 pt. writing rubric.
Teachers will use the GaDOE achievement level descriptors to guide and create learning tasks for students. (Hattie: Cognitive Task Analysis-1.29, Quality Instruction-1.00)	Lee, Tesh, Moore, Williams, Kelly, Thomas, Fields	Sykora Cobb	12/14/21, 03/25/21	Title I	60% of students performing within the RIT ranges of Gr. 3 202-350, Gr. 4 209-350, Gr. 5 214-350 (35% midpoint)
ELA teachers till select a higher-Lexiled novel that include enriched vocabulary to enhance vocabulary instruction through read-alouds 3 times a week.	Parrish, Limpert, Green	Sykora Cobb	12/14/21, 03/25/21	Title I	60% of students will perform on grade-level or above on the vocabulary acquisition of the Spring MAP (35% midpoint)

Camden County Schools Action Plan 2021-2022

School/Dept: Matilda Harris Elementary School

Critical Issue: The 2021 GMAS data revealed 63% of all students in grades 3-5 performed at the proficient and distinguished performance level on the Math EOG.

S.M.A.R.T. Objective: Increase the % of student performing in the proficient and distinguished levels from 63% to 66% on the 2022 Math EOG for grades 3-5.

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

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

Performance Indicator: 2022 Math GMAS EOG
(Lagging Indicator)

Outcome: Met Objective

Final Report Date: 6/1/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will develop and implement daily fluency drills and grade-level fluency goals. (Hattie: Response to Intervention 1.29)	K-5 Teachers	James Workman	12/14/21, 03/25/22	PL	80% of students will perform on grade-level or above in Domain A on the MAP Assessment
Teachers will implement daily number talk strategies during direct instruction.	Durden, Duddleston	James Workman	12/14/21, 03/25/22	Title I	50% of students will score on their expected RIT range in the winter and 75% in the spring on the MAP Assess
Teachers will unpack the math standards prior to each unit of instruction using the shared template with a focus on teaching misconceptions, vocabulary and vertical alignment.	Pitts, Frank, Nelson, Farrell	James Workman	12/14/21, 03/25/22	PL, Title I	60% of students performing within their grade-level RIT range in the winter and 75% RIT range in spring.

Camden County Schools Action Plan 2021-2022

School/Dept: Matilda Harris Elementary School

Critical Issue: The 2021 GMAS data revealed that 66% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the Science EOG.

S.M.A.R.T. Objective: Increase the % of students performing and distinguished performance levels from 66% to 69% on the 2022 Science EOG for grade 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)** 2022 Science GMAS EOG

Outcome: Did Not Meet Objective

Final Report Date: 6/1/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Science teachers in grade 5 will administer formative/common assessments to gather data and provide students feedback, and remediate/enrich the needs of all students.	Williams, Purvis	J. Workman	12/17/21, 04/08/22	PL	70% or above of students performing 70% or higher on formative & common assessments
K-2 Teachers will administer a grade-level selected informational writing prompt based on science standards three times per year.	Snook, Majchrowicz, Pitts	S. Cobb	12/17/21, 05/13/23	PL, Title I	60% of all students will be performing at on grade-level using the LC informational writing rubric
3-5 Teachers will administer a grade-level selected informational writing prompt based on science standards three times per year.	Robles, Tracy, Nance, Frank, Williams, Purvis	S. Cobb	12/17/21, 04/08/23	PL, Title I	60% of students will perform at a Level 5-7 as measured by the GaDOE seven-point rubric

Camden County Schools Action Plan 2021-2022

School/Dept: St. Marys Elementary School

Critical Issue: A review of the FY21 GMAS ELA performance in grades 3-5 revealed that 49% of students were performing at Levels 1 & 2 proficiency level.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3-5 scoring proficient or distinguished on the GMAS ELA EOG from 51% 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)** FY22 GMAS EOG ELA

Outcome: Did Not Meet Objective

Final Report Date: 6/2/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
ELA teachers in grades 3 - 5 will administer common assessments based upon system pacing to identify the needs of all students so that interventions/enrichment strategies may be provided (contract services and small group) to enhance student understanding.	3-5 ELA Teachers	R. Narvell	11/05/21	Instructional Extension Funds, Title 1 Funds	CA1 - increase percentage above 70% from 78% to 81% CA2 - 60%-65%
ELA teachers in grades 3 - 5 will utilize differentiated instruction to improve RIT performance (including lexile, comprehension and vocabulary) through the use of small group instructional activities, technology skills practice and contract service tutoring.	3-5 ELA Teachers	R. Narvell	12/1/21; 4/20/22	Instructional Extension Funds, Title 1 Funds	RIT Range: grade 3 202-350; grade 4 209-350; grade 5 214-350 with 50% in December/January and 70% in April
ELA teachers in grade 3 will analyze data for informational and narrative writing, specifically the state approved writing rubric. Feedback through conferencing, small group instruction and class sampling will focus on deficit areas and areas of strength.	3-5 ELA Teachers	R. Narvell	11/5/21; 2/1/22	Instructional Extension Funds, Title 1 Funds	Writescore Informational: 50% levels 3 & 4; Narrative: 35% levels 3 & 4

Camden County Schools Action Plan 2021-2022

School/Dept: St. Marys Elementary School

Critical Issue: A review of the FY21 GMAS Math performance in grades 3-5 revealed that 32% of students in grades 3-5 scored at Level 2 or below on the Math EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3-5 scoring proficient or distinguished on the GMAS Math EOG from 68% to 71%.

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

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

**Performance Indicator:
(Lagging Indicator)** FY22 GMAS EOG Math

Outcome: Did Not Meet Objective

Final Report Date: 6/2/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Grades 3 - 5 math teachers will administer common assessments based upon system pacing to identify the needs of all students so that interventions/enrichment strategies may be provided (contract services and small group) to enhance student understanding.	3-5 Math teachers	TLS	1/5/2022; 4/15/22	Instructional Extension, Title 1 Funds	CA1 - increase percentage above 70% from 71% to 75% CA2 - 59% to 65%
Grades 3 - 5 math teachers will implement differentiated instructional opportunities (using contract services and small groups) to differentiate instructional content, process, and learning environment to remediate/enrich all students' understanding.	3-5 Math teachers	TLS	1/5/2022; 4/15/22	Instructional Extension, Title 1 Funds	RIT Range: grade 3 203-350; grade 4 213-350; grade 5 224-350 with 50% in December and 70% in April

Camden County Schools Action Plan 2021-2022

School/Dept: St. Marys Elementary School

Critical Issue: The review of the FY21 GMAS ELA performance in Grade 3 Extended Writing revealed that 40% of third grade students scored a zero or 1 on the Extended Writing Total.

S.M.A.R.T. Objective: To decrease the percentage of students in grade 3 scoring at Below Basic from 40% to 25% on the GMAS ELA EOG.

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

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

**Performance Indicator:
(Lagging Indicator)** FY22 GMAS EOG ELA

Outcome: Did Not Meet Objective

Final Report Date: 6/2/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
ELA teachers in grade 3 will analyze data related to traits 1 and 2 for informational writing, specifically the state approved writing rubric. Feedback through conferencing, small group instruction and class sampling will focus on deficit areas and areas of strength.	Tennyson, Flaherty, Crow	R. Narvell	11/5/21; 2/1/22	Instructional Extension, Title 1 Funds	WriteScore Informational and Opinion Writing evaluations Levels 3 & 4-35%
Vertical content area meetings with grades 3-5 to disaggregate information concerning writing instruction and practices. Monthly meetings to include lesson plan evaluation, student work samples and shared evaluation of work samples to increase rigor of student work.	3-5 ELA Teachers	R. Narvell	11/5/21; 2/1/22	Instructional Extension, Title 1 Funds	WriteScore Informational and Opinion Writing evaluations Levels 3 & 4-35%

Camden County Schools Action Plan 2021-2022

School/Dept:	St. Marys Middle School				
Critical Issue:	An analysis of the 2021 Georgia Milestones Assessment System data revealed that 63% of all students are performing at the proficient and distinguished levels on the ELA assessments.				
S.M.A.R.T. Objective:	To increase the ELA GMAS performance at the proficient or distinguished levels from 63% to 66% 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)	2022 GMAS ELA EOG				
Outcome:	Did Not Meet Objective				
Final Report Date:	6/6/2022	Report Format:	2 - Written Report to BOE	Status:	Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Reduce class size using additional staff.	Daniel Burns	Dr. McManigal	Oct. 20, Jan 12, March 16, May 25	FTE earnings	Students will increase the average score of mastery assessments by 3% from FY21 to FY22.
Provide literacy interventions to differentiate before, during and after school.	All ELA teachers, Dr. Powell	Dr. McManigal	Oct. 20, Jan 12, March 16, May 25	Appendix A as provided by Scholastic RI & growth reports	Students will increase their individual Lexile score as defined by Appendix A of Scholastic Reading Inventory.
Administer, analyze and provide individualized feedback throughout the writing process.	All ELA teachers, Dr. Powell	Dr. McManigal	Oct. 20, Jan 12, March 16, May 25	Achievement Level Descriptors (ALDs), GCA assesslets, SMMS book genre project	After re-engagement, 70% of students will meet 83% or higher per assesslet.
Incorporate informational reading and writing approaches through all content areas.	All teachers, Dr. Powell	Dr. McManigal	Oct. 20, Jan 12, March 16, May 25	Spotlight on Paired Passages, STEM journaling PL	After re-engagement, 70% of students will meet 83% or higher on informational assesslet.

Camden County Schools Action Plan 2021-2022

School/Dept: St. Marys Middle School

Critical Issue: An analysis of the 2021 Georgia Milestones Assessment System data revealed that 56% of all students performed at the proficient or distinguished levels on the math assessments.

S.M.A.R.T. Objective: To increase the math GMAS performance levels at the proficient of distinguished levels from 56% to 59% 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)** 2022 GMAS Math EOG

Outcome: Did Not Meet Objective

Final Report Date: 6/6/2022 **Report Format:** 2 - Written Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Reduce class size using additional staff.	Daniel Burns	Dr. McManigal	Oct. 20, Jan 12, March 16, May 25	FTE earnings	Students will increase the average score on mastery assessments by 3% from FY21 to FY22.
Implement differentiated math lessons with standards-based interventions.	All math teachers, Dr. Powell	Dr. McManigal	Oct. 20, Jan 12, March 16, May 25	Maneuvering the Middle Interventions, Title I funding	Students will increase the average score on mastery assessments by 3% from FY21 to FY22.
Continue to focus on higher-ordered questioning and math performance tasks.	All math teachers, Dr. Powell	Dr. McManigal	Oct. 20, Jan 12, March 16, May 25	FALs, GaDoE math tasks	Students will increase the average score on mastery assessments by 3% from FY21 to FY22.
Continue to implement school-wide math fluency.	All math teachers, Dr. Powell	Dr. McManigal	Oct. 20, Jan 12, March 16, May 25	Math Minutes curriculum, Engage NY sprint rounds	Students will increase the average score on mastery assessments by 3% from FY21 to FY22.

Camden County Schools Action Plan 2021-2022

School/Dept: St. Marys Middle School

Critical Issue: An analysis of the 2021 GMAS data revealed that 52% (ELA) and 56% (math) of students with disabilities performed at or above the developing level on the ELA and math assessments.

S.M.A.R.T. Objective: To increase the percentage of students with disabilities performing at or above the developing level by 3% in ELA (55%) and math (59%)

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)** 2022 GMAS EOG (ELA and Math)

Outcome: Did Not Meet Objective

Final Report Date: 6/6/2022 **Report Format:** 2 - Written Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Reduce class size using additional staff.	Daniel Burns, Darlene Vurnakes, Chrisie Fuller, Lori Tejera, Dana B.	Dr. McManigal	Oct. 20, Jan 12, March 16, May 25	FTE earnings	Students will increase the average score on mastery assessments by 3% from FY21 to FY22.
Offer more re-engagement opportunities to identified students.	All SPED staff	Dr. Dougherty	Oct. 20, Jan 12, March 16, May 25	Title I, IDEA funds	Students will increase the average score on mastery assessments by 3% from FY21 to FY22.
Implement differentiated math lessons with standards-based interventions.	All SPED staff	Dr. Dougherty	Oct. 20, Jan 12, March 16, May 25	Maneuvering the Middle Interventions	Students will increase the average score on mastery assessments by 3% from FY21 to FY22.
Provide literacy interventions to differentiate before, during and after school.	All ELA teachers, Dr. Powell	Dr. McManigal	Oct. 20, Jan 12, March 16, May 25	Appendix A as provided by Scholastic RI & growth reports	Students will increase their individual Lexile score as defined by Appendix A of Scholastic Reading Inventory.

Camden County Schools Action Plan 2021-2022

School/Dept:	Sugarmill Elementary School				
Critical Issue:	The 2021 GMAS data revealed 61% of all students in grades 3 & 5 performed at "proficient" or "distinguished" performance levels on the ELA EOG.				
S.M.A.R.T. Objective:	To increase the percentage of students performing in the "proficient" or "distinguished" performance levels in ELA on the 2021 EOG from 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)	2022 GMAS EOG ELA				
Outcome:	Did Not Meet Objective				
Final Report Date:	6/14/2022	Report Format:	1 - Oral Report to BOE	Status:	Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
The teachers will analyze lexile scores and disaggregate data from district data to effectively differentiate instruction to routinely meet the needs of all students.	English/Wilson	Admin Team	MAP 9-1/ 5 /3-1	PL/TLS/MAP/LFS/Performance Matters	RIT Score of: grade 3 202-350; grade 4 219-350; grade 5 214-350 with 57% in January and 64% in March.
The teachers will meet with students to regularly set goals, monitor progress, and conference on ELA goals.	Joiner/Harrison/ Brooks/Segler/ Bailey/Wright/ Hutchinson/ Knight/Fabie	Vertical Team/ Leadership Team	MAP 9-1/ 5 /3-1	MAP/Write Score/ Rubrics/ Student-Teacher Goal Form/LFS/EdGalaxy	Average Lexile growth of 50 points in January and 100 points in March; 55% of students in December then 60% in April will meet their growth targets on the MAP Growth assessment.
The teachers will implement balanced literacy program in grades 1-2 with vertically aligned strategies.	Vertical Teams/Carreira K-2/Wilson	Admin Team	MAP 9-1/ 5 /3-1	PL/TLS/MAP/Easy CBM/ Gkids	Lexile growth of 50 in December and 100 points in April. 55% of students in December, then 60% in April will meet their growth targets on the MAP Growth assessment.
The teachers will use data gathered from formative and common assessments to target needs for remediation and acceleration.	Carreira/ English/SPED-ILT	Admin Team	MAP 9-1/ 5 /3-1	PL/ TLS/MAP/Easy CBM/ Gkids/LFS/EdGalaxy	70% of students to have a score of 75% or higher for all formative and common assessments in March.
Analyze kindergarten foundational reading data while implementing the school wide balanced literacy plan with a focus on all six elements (guided reading, independent reading, writing, interactive read aloud, shared reading, and foundational literacy).	Valdez	Admin Team	Gkids 10-1 / 1-8 / 5-7	PL/Gkids/LFS/Balanced Literacy	K increase to 40%, 55%, 70% on identified foundational skills measured by GKIDS 2.0.
Use contracted service personnel to accelerate student weaknesses with supplemental instruction.	Slattery/Corey	Admin Team	MAP 9-1/ 5 /3-1	MAP/Common-Formative Assessments	RIT Score of: grade 3 202-350; grade 4 219-350; grade 5 214-350 with 57% in January and 64% in March.
Incorporate a designated time for a school-wide read. This will allow students to increase their lexile level and build vocabulary.	Slattery/Corey	Admin Team	MAP 9-1/ 5 /3-1	MAP/Common-Formative Assessments	RIT Score of: grade 3 202-350; grade 4 219-350; grade 5 214-350 with 57% in January and 70% in March.
Provide a zero block and after school instruction for SWD and EIP/RTI students performing below the "on track" target. Bubble students/accelerate-Challenge students/pushing those 4's.	Slattery/Corey	Admin Team	MAP 9-1/ 5 /3-1	MAP/Common-Formative Assessments/subgroup data	RIT Score of: grade 3 202-350; grade 4 219-350; grade 5 214-350 with 57% in January and 64% in March.

Camden County Schools Action Plan 2021-2022

School/Dept:	Sugarmill Elementary School				
Critical Issue:	The 2021 GMAS data revealed that 67% of students in grades 3-5 performed at "proficient" or "distinguished" performance levels on the Math EOG.				
S.M.A.R.T. Objective:	To increase the percentage of students performing in the "proficient" or "distinguished" performance levels in Math on the 2021 EOG from 67% to 70%.				
Strategic Focus Area:	1. High Academic Achievement: Raise the academic challenge and performance of each student.				
CCS Goal:	Goal 1.1 Mastery of essential knowledge and skills by all students				
Performance Indicator: (Lagging Indicator)	2022 GMAS EOG Math				
Outcome:	Did Not Meet Objective				
Final Report Date:	6/14/2022	Report Format:	1 - Oral Report to BOE	Status:	Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
The teachers analyze and disaggregate data from district formative and common assessments in order to continually differentiate instruction.	Wilson/ English	Admin Team/Grade Level Meetings	MAP 9-1/ 5 /3-1	MAP/Performace Matters/Leadership Team/TLS	RIT scores of: grade 3 203-214; grade 4 213-227; grade 5 224-237 with 45% in December and 65% in April.
The teachers will meet with students to regularly set goals, monitor progress, and conference on MATH goals.	Valdez/ Boeckel/ Joiner/Brooks/ Segler/Lee/ Hutchinson/ Hodge/Mitchell/ Nelson	Admin Team/ Vertical Team/ Leadership Team	MAP 9-1/ 5 /3-1	MAP/ Student-Teacher Goal Form	55% of students in December, then 60% in April will meet their growth targets on the MAP Growth assessment.
A school wide fluency program will be implemented. Teachers will incorporate daily math fluency drills as a part of regular instruction.	All classroom teachers 1st-5th	Leadership Team/Admin Team	Daily	Ed. Galaxy, Extra Math/Scoot Pad	RIT scores of: grade 3 203-214; grade 4 213-227; grade 5 224-237 with 45% in December and 65% in April.
Vertical professional learning focused on extension and reteaching strategies.	All classroom teachers 1st-5th	Admin Team	Monthly	Performance matters	RIT scores of: grade 3 203-214; grade 4 213-227; grade 5 224-237 with 45% in December and 65% in April.
Use contracted service personnel to accelerate student weaknesses with supplemental instruction.	Slattery/Corey	Admin Team	MAP 9-1/ 5 /3-1	MAP/Common-Formative Assessments	80% of students meeting individual fluency targets. Interim targets of 50% by January report out.
Provide a zero block and after school instruction for SWD and EIP/RTI students performing below the "on track" target. Bubble students/accelerate-Challenge students/pushing those 4's.	Slattery/Corey	Admin Team	MAP 9-1/ 5 /3-1	MAP/Common-Formative Assessments	RIT scores of: grade 3 203-214; grade 4 213-227; grade 5 224-237 with 45% in December and 65% in April.

Camden County Schools Action Plan 2021-2022

School/Dept:	Sugarmill Elementary School				
Critical Issue:	The 2021 GMAS data revealed 25% of all students in grades 3-5 performed at 3 or 4 on the writing scoring scales on the ELA EOG.				
S.M.A.R.T. Objective:	To increase the percentage of students who receive a level 3 or 4 on Idea and Usage sections of the Writing EOG from 59% to 62%.				
Strategic Focus Area:	1. High Academic Achievement: Raise the academic challenge and performance of each student.				
CCS Goal:	Goal 1.1 Mastery of essential knowledge and skills by all students				
Performance Indicator: (Lagging Indicator)	2022 GMAS EOG Writing				
Outcome:	Did Not Meet Objective				
Final Report Date:	6/14/2022	Report Format:	1 - Oral Report to BOE	Status:	Complete

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

Camden County Schools Action Plan 2021-2022

School/Dept:	Woodbine Elementary School				
Critical Issue:	The 2021 GMAS data revealed 43% of all students in grades 3-5 performed below the "proficient" performance level on the ELA EOG.				
S.M.A.R.T. Objective:	Increase the % of students performing at or above the "proficient" performance level from 53% to 56% on the 2022 GMAS EOG in ELA.				
Strategic Focus Area:	1. High Academic Achievement: Raise the academic challenge and performance of each student.				
CCS Goal:	Goal 1.1 Mastery of essential knowledge and skills by all students				
Performance Indicator: (Lagging Indicator)	2022 GMAS EOG ELA				
Outcome:	Met Objective				
Final Report Date:	6/14/2022	Report Format:	1 - Oral Report to BOE	Status:	Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Contract services and RTI teachers will work with targeted groups for areas in need of improvement as identified through assessment data	RTI Teachers	TLS	Oct. 19, Jan. 18, April 12	Title I & IE Funds	Increase % students performing in the following Reading RIT ranges: Grade 3, 202-350, Grade 4, 209-350, Grade 5, 214 - 350 from 30% to 50% to 70% respectively.
Conduct a school-wide "one read, one school, one book" reading comprehension initiative	ELA Teachers	Media Specialist	Sept. 14, Oct. 19, Nov. 9	Title I	Increase % students performing in the following Reading RIT ranges: Grade 3, 202-350, Grade 4, 209-350, Grade 5, 214 - 350 from 30% to 50% to 70% respectively.
ELA teachers in grades 1-5 will administer common and formative assessments based on the CCS assessment schedule and apply interventions based on the level of student performance	ELA Teachers	TLS	Oct. 19, Jan. 18, April 12	Title I	Increase % students performing in the following Reading RIT ranges: Grade 3, 202-350, Grade 4, 209-350, Grade 5, 214 - 350 from 30% to 50% to 70% respectively.
Teachers will conduct collaborative conferences (C-4) digitally for grades K-5 and transition activities for grades K & 5 to promote parent understanding of student learning goals and expectations	Leadership Team	TLS	Oct. 19, Jan. 18, April 12	Title I	Increase parent engagement (virtual attendance) rate to 25% or greater by the end of the year
Vertical Team PLCs and weekly collaborative planning	TLS	Principal	Oct. 19, Jan. 18, April 12	Title I & PL Funds	Increase % students in Black and ED subgroups in the following Reading RIT ranges: Grade 3, 202-350, Grade 4, 209-350, Grade 5, 214 - 350 from 30% to 50% to 70% respectively.
PLC for SPED teachers on ALDs, virtual collaboration, and co-teaching service model	SPED Teachers	TLS	Oct. 19, Jan. 18, April 12	Title I & PL Funds	Increase % of students in SWD subgroup in the following Reading RIT ranges: Grade 3, 202-350, Grade 4, 209-350, Grade 5, 214 - 350 by 10%.

Camden County Schools Action Plan 2021-2022

School/Dept: Woodbine Elementary School

Critical Issue: The 2021 GMAS data revealed 34% of all students in grades 3-5 performed below the "proficient" performance level on the math EOG.

S.M.A.R.T. Objective: Increase the % of students performing at or above the "proficient" performance level from 69% to 72% on the 2022 GMAS EOG in Math.

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

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

**Performance Indicator:
(Lagging Indicator)** 2022 GMAS EOG Math

Outcome: Did Not Meet Objective

Final Report Date: 6/14/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Contract services and RTI teachers will work with targeted groups for areas in need of improvement as identified through assessment data.	RTI Teachers	TLS	Oct. 19, Jan. 18, April 12	Title I & IE Funds	Increase % students performing in the following Math RIT ranges: Grade 3, 203 - 350, Grade 4, 213-350, Grade 5, 224-350 from 30% to 50% to 70% respectively.
To increase math performance, implement school-wide anchor time for remediation, enrichment, and instruction.	TLS	Principal	Sept. 14, Oct. 19, Nov. 9	Title I	Increase percentage of students meeting fluency targets in Math Masters initiative to 25%, 50%, and 75% respectively.
Math teachers in grades 1-5 will administer common and formative assessments based on the CCS assessment schedule and apply interventions based on the level of student performance.	Math Teachers	TLS	Oct. 19, Jan. 18, April 12	Title I	Increase % students performing in the following Math RIT ranges: Grade 3, 203 - 350, Grade 4, 213-350, Grade 5, 224-350 from 30% to 50% to 70% respectively.
Teachers will conduct collaborative conferences (C-4) digitally for grades K-5 and transition activities for grades K & 5 to promote parent understanding of student learning goals and expectations.	Leadership Team	TLS	Oct. 19, Jan. 18, April 12	Title I	Increase parent attendance rate from 35% to 40% or greater by the end of the year.
Vertical Team PLCs and weekly collaborative planning	TLS	Principal	Oct. 19, Jan. 18, April 12	Title I & PL Funds	Increase % students in Black and ED subgroups in the following Math RIT ranges: Grade 3, 203 - 350, Grade 4, 213-350, Grade 5, 224-350 from 30% to 50% to 70% respectively.
PLC for SPED teachers on ALDs, virtual collaboration, and co-teaching service model	SPED Teachers	TLS	Oct. 19, Jan. 18, April 12	Title I & PL Funds	Increase % of students in Black and ED subgroups in the following Math RIT ranges: Grade 3, 203 - 350, Grade 4, 213-350, Grade 5, 224-350 by 10%.

Camden County Schools Action Plan 2021-2022

School/Dept: Woodbine Elementary School

Critical Issue: 2021 Educators Handbook data revealed that 25 instructional days were lost due to office discipline referrals.

S.M.A.R.T. Objective: Increase the number of students meeting the requirements for the end of year PBIS incentive to 90%.

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)** 2022 End of Year Educators Handbook Data

Outcome: Met Objective

Final Report Date: 6/14/2022 **Report Format:** 1 - Oral Report to BOE **Status:** Complete

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Regular student recognition for positive behaviors on Social Media. (Facebook, etc.)	PBIS Team	TLS	Oct. 19, Jan. 18, April 12	PBIS	Increase the percentage of students recognized for meeting and exceeding behavior expectations.
Student incentives and school-wide celebrations	PBIS Team	PBIS Coach	Sept. 14, Oct. 19, Nov. 9	PBIS	Increase the percentage of students earning incentives.
Increase the distribution of Crawfish Cash for positive behaviors.	PBIS Team	PBIS Coach	Oct. 19, Jan. 18, April 12	PBIS	Amounts of crawfish cash distributed
School Counselor meets with classroom groups to conduct whole class counseling sessions focusing on student social and emotional needs 2-3 times per month.	School Counselor	TLS	Oct. 19, Jan. 18, April 12	Title I & IE Funds	Increase the percentage of students earning incentives.
PBIS team data analysis sessions to develop strategies for improving areas of concern.	PBIS Team	TLS	Oct. 19, Jan. 18, April 12	Title I & PL Funds	Increase the percentage of students earning incentives.