

# LEA Implementation Plan for Thomas County Schools 2016-2017

Name of System

School Year

**Identified Goals for Improvement: LEAs must develop actions/strategies/interventions or programs for each of the five ESEA performance goals and the four IDEA performance goals listed below. LEAs may add additional LEA performance goals that cannot be addressed in one of the goals below. You may also add additional system goals as applicable.**

**NCLB Performance Goal 1:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**NCLB Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**NCLB Performance Goal 3:** All students will be taught by highly qualified teachers.

**NCLB Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

**NCLB Performance Goal 5:** All students will graduate from high school.

**IDEA Performance Goal 1:** Improve post-school outcomes for students with disabilities.

**IDEA Performance Goal 2:** Improve services for young children (ages 3 – 5) with disabilities.

**IDEA Performance Goal 3:** Improve the provision of a free and appropriate public education to students with disabilities.

**IDEA Performance Goal 4:** Improve compliance with state and federal laws and regulations.

Approved: September \_\_, 2016

Revised: September 20, 2016

**Annual Measurable Objective(s):**

Increase student achievement of all subgroups in **Reading/Language Arts**.

GKIDS percent of Elements scored at the meets or exceeds level for Language and Literacy:

Grade	Year	All students
Kindergarten	2012	79%
	2013	82%
	2014	82%
	2015	77.4%
	2016	82.1%

The following chart reflects student performance data for grades not measured by CRCT. Thomas County assesses first grade students with the ITBS. The chart below shows the percent of students who met or exceeded the 50<sup>th</sup> percentile.

Grade	Year	All students	Black	White	SWD
1 (ITBS)	2012	73%	65%	77%	28%
	2013	46%	35%	53%	21%
	2014	54%	55%	54%	18%
	2015	60%	49%	68%	37%
	2016	46%	41%	50%	8%

Beginning in 2011, the Thomas County School district created a performance test based on released items from the CRCT and assessed second grade students.

**Reading Mock- CRCT**

Grade	Year	All students	Black	White	SWD
2 (District Mock-CRCT)	2012	86%	77%	90%	66%
	2013	78%	72%	81%	46%
	2014	83%	71%	89%	57%

Beginning in 2015, the Thomas County School district created a performance test to match the construction of the Georgia Milestones End of Grade Assessment and assessed first and second grade students. Beginning in 2016, we began reporting the percent of students scoring at or above 70% on the Mock Milestones test.

Grade	Year	All students	Black	White	SWD
1 (District Mock-Milestones)	2016	31.2%	Not reported	Not reported	Not reported
2 (District Mock-Milestones)	2016	71.7%	Not reported	Not reported	Not reported

**Percent of students meeting and exceeding expectations on CRCT in Reading.**

<b>Grade</b>	<b>Year</b>	<b>All students</b>	<b>Black</b>	<b>White</b>	<b>SWD</b>
<b>3</b> (State AMO 86.7%)	2012	95%	88%	96%	94%
	2013	91%	84%	94%	73%
	2014	89%	84%	92%	75%
<b>4</b> (State AMO 86.7%)	2012	95%	93%	97%	80%
	2013	97%	94%	97%	87%
	2014	97%	94%	98%	88%
<b>5</b> (State AMO 86.7%)	2012	85%	76%	90%	73%
	2013	91%	90%	93%	57%
	2014	96%	93%	97%	94%
<b>6</b> (State AMO 86.7%)	2012	93%	88%	97%	74%
	2013	93%	90%	94%	80%
	2014	96%	94%	96%	79%
<b>7</b> (State AMO 86.7%)	2012	93%	86%	99%	80%
	2013	91%	89%	92%	68%
	2014	92%	86%	95%	74%
<b>8</b> (State AMO 86.7%)	2012	97%	94%	97%	85%
	2013	95%	94%	96%	81%
	2014	97%	97%	97%	81%

The following chart reflects student performance data for grades not measured by CRCT. Beginning in 2011, the Thomas County School district created a performance test based on released items from the CRCT and assessed second grade students.

**Language Arts-Mock CRCT**

<b>Grade</b>	<b>Year</b>	<b>All students</b>	<b>Black</b>	<b>White</b>	<b>SWD</b>
<b>2</b> (State AMO 81.82%)	2012	79%	69%	84%	59%
	2013	79%	70%	83%	47%
	2014	83%	73%	89%	58%

Beginning in 2015, the Thomas County School district created a performance test to match the construction of the Georgia Milestones End of Grade Assessment and assessed first and second grade students. Beginning in 2016, we began reporting the percent of students scoring at or above 70% on the Mock Milestones test.

<b>Grade</b>	<b>Year</b>	<b>All students</b>	<b>Black</b>	<b>White</b>	<b>SWD</b>
<b>1</b> (District Mock-Milestones)	2016	39.3%	Not reported	Not reported	Not reported
<b>2</b> (District Mock-Milestones)	2016	70.2%	Not reported	Not reported	Not reported

**Percent of students meeting and exceeding expectations on CRCT and percent of students passing GHS GT in Language Arts**

<b>Grade</b>	<b>Year</b>	<b>All Students</b>	<b>Black</b>	<b>White</b>	<b>SWD</b>
<b>3</b> (State AMO 73.3%)	2010	89%	84%	93%	76%
(State AMO 80.0%)	2011	94%	92%	95%	83%
(State AMO 86.7%)	2012	96%	91%	99%	97%
	2013	89%	82%	92%	66%
	2014	87%	75%	87%	69%
<b>4</b> (State AMO 73.3%)	2010	88%	84%	90%	70%
(State AMO 80.0%)	2011	88%	77%	93%	74%
(State AMO 86.7%)	2012	96%	93%	97%	88%
	2013	96%	95%	97%	94%
	2014	94%	93%	94%	91%
<b>5</b> (State AMO 73.3%)	2010	83%	72%	88%	57%
(State AMO 80.0%)	2011	88%	86%	89%	73%
(State AMO 86.7%)	2012	91%	86%	92%	88%
	2013	93%	80%	95%	57%
	2014	96%	95%	96%	91%
<b>6</b> (State AMO 73.3%)	2010	92%	92%	93%	75%
(State AMO 80.0%)	2011	91%	85%	94%	71%
(State AMO 86.7%)	2012	89%	83%	92%	73%
	2013	87%	81%	90%	81%
	2014	89%	83%	92%	67%
<b>7</b> (State AMO 73.3%)	2010	93%	92%	93%	79%
(State AMO 80.0%)	2011	94%	90%	96%	81%
(State AMO 86.7%)	2012	96%	92%	97%	80%
	2013	90%	90%	89%	62%
	2014	89%	86%	90%	73%
<b>8</b> (State AMO 73.3%)	2010	89%	84%	92%	50%
(State AMO 80.0%)	2011	94%	92%	94%	72%
(State AMO 86.7%)	2012	96%	93%	98%	78%
	2013	93%	91%	93%	67%
	2014	92%	89%	94%	71%

\*\* High school performance data: Beginning in 2012, students were able to use passing scores on End of Course Tests to satisfy some Graduation Test requirements. As a result we use the following statistics to track student performance rates and plan improvement initiatives.

ELA		All Students	Black	White	SWD
2012	E/LA HSGT	40	40	41	23
	9 <sup>th</sup> grade Lit EOCT	72	74	84	9
	Am. Lit EOCT	87	83	89	46
2013	E/LA HSGT	N/A	Not reported	Not reported	Not reported
	9 <sup>th</sup> grade Lit EOCT	86%	77%	90%	47%
	Am. Lit EOCT	91%	87%	93%	50%
2014	E/LA HSGT	27.3%	40%	20%	14.3%
	9 <sup>th</sup> grade Lit EOCT	86%	77%	90%	47%
	Am. Lit EOCT	91%	87%	93%	50%

**Percent of students earning Developing Learner or higher Milestones EOG and EOC scores**

Grade	Year	All students	Black	White	SWD
<b>3 grade ELA</b>	2015	64%	50%	73%	34%
	2016	56%	39%	64%	25%
<b>4 grade ELA</b>	2015	67%	56%	75%	34%
	2016	71%	60%	78%	37%
<b>5 grade ELA</b>	2015	64%	49%	72%	17%
	2016	58%	45%	67%	25%
<b>6 grade ELA</b>	2015	58%	44%	64%	23%
	2016	61%	49%	68%	25%
<b>7 grade ELA</b>	2015	55%	37%	64%	15%
	2016	68%	57%	77%	28%
<b>8 grade ELA</b>	2015	71%	61%	77%	29%
	2016	69%	56%	78%	33%
<b>9<sup>th</sup> grade Lit EOC</b>	2015	66%	51%	75%	21%
	2016	70%	56%	78%	46%
<b>American Lit</b>	2015	66%	48%	73%	15%
	2016	78%	57%	88%	29%

Performance Goal	Actions/Strategies/ Interventions or Programs	GSS	NCLB Goal#	IDEA Goal#	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source, funding cycle and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Use research-based practice and materials to improve student performance in reading/ELA to meet or exceed state performance levels, while eliminating the achievement gaps between subgroups.	Teach and target language and vocabulary skills in Pre-K and K. (HH)	I-2 A-1	1, 2, 3, 5	1, 2, 3	OWLS Curriculum School Staff,  Math Vocabulary, no cost Text Talk, no cost <b>Seeing Stars</b>	<del>DIBELS Next/ Easy CBM,</del> Early Intervention in Reading (EIR), <del>My Sidewalks</del> <del>Scott Foresman,</del> LIPS (CIES), OWLS Curriculum, <b>Dialogic Reading (kindergarten),</b> <del>Let's Play Learn</del> \$30,000, <del>Text Talk</del> \$3,000, and SLP salary \$70,000, T-VI B, CEIS, Sp. Ed, T-I <b>Seeing Stars</b>	Administrators, special ed. director, SLP for language voc. Early Intervening Services funds to address DSP	2006- 2017	Lesson plans, <del>Let's Play Learn</del> Pre and Post Test Data DIBELS, <del>Easy CBM,</del> Reading Fluency, <del>Student Learning Objectives</del>	Pre and Post Test Data Fall, Winter and Spring Screeners	Pre and Post Test Data, GKAP-R results, DIBELS - data <del>EASY CBM</del>

	Improve student access to children's literature and develop reading skills by adding emergent readers and building classroom libraries (HH)	PO-3 I-2	1, 2, 3, 5	1, 3	None	Classroom Books, \$75,000, T-I, T-VIB, Local, <b>Striving readers</b>	Administrators	2006-2017	Improvement in fluency rates, reading skills, and test scores	Classroom observations, use of books in unit plans	Use of Books in classrooms, GKAP-R, DIBELS Next data
	Provide a child-development program for students at risk due to migrant status, significant developmental delays. (HH)	SC-1 I-2 SFC-1	1, 2, 3, 5	1, 3	School Staff- No Cost	Child Dev. Staff, T-VIB, Sp. Ed, Migrant Funds, Local	School Admin., Associate Superintendent for Teaching and Learning, Director of Federal Programs, Director of Special Education, Coordinator of Elementary Curriculum	2006-2017	Three year old rosters, longitudinal data for students in program	Three year old rosters, longitudinal achievement data for students in program	Longitudinal achievement data for students in program
	Provide phonemic awareness and phonics support and intervention materials ( <del>EIR</del> ) (HH, GP, CC, <b>TCMS</b> )	C-2  PL-1, 2, 3	1, 2, 3, 4, 5	1, 2, 3	Ongoing training for new staff, <b>DIBELS Next, Seeing Stars, LIPS, PALS (TCMS), Differentiation Toolkit, Instructional Technology</b>	<del>Title I</del> (\$20,000) <b>Striving Readers</b>	School administrators, Associate Superintendent for Teaching and Learning, RTI Coordinator, Coordinator of Elementary Curriculum	2012-2017	Use of books	Teacher lesson plans, <del>Easy CBM</del> <b>Universal</b> screeners, Pre- and post <b>test</b> <del>SLO</del> -results	Increase number of students reading on grade level as measured by <del>Easy-CBM</del> <b>Universal</b> screeners and lexiles.

<p>Facilitate consistent use of research-based learning strategies and the GSE by providing release time to create and update GSE units, benchmark tests, create scoring rubrics for writing, implement consistent vocabulary strategies, department handbooks, and developmentally appropriate activities for literacy. (HH, GP, CC, TCM, TCC, BH, RC)</p>	<p>C-1, 2, 3 I-1, 2 A-1, 2, 3</p>	<p>1, 2, 3 5</p>	<p>1, 3</p>	<p>Unit Writing, All In Learning PL, T-IIA, T-VIB, T-IID \$5,000 data analysis, RTI training, PALS (TCMS), Differentiation Toolkit, Shared reading and Interactive Read alouds, Instructional Technology</p>	<p>DOE Unit Template, CCGPS GSE, Achievement Series, All In Learning PL, T-IIA, T-VI-B, T-IID \$2,000 SLDS, Moby Max (Title VIB)</p>	<p>School administrators, associate superintendent for teaching and learning, RTI coordinator, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum</p>	<p>2006-2017</p>	<p>PL evaluation, unit plans in place, learning group agendas, state test scores, benchmark scores, SLO pre- and post-tests, SGP's</p>	<p>Unit plans, benchmark scores, state test scores Fall, Winter, Spring screeners</p>	<p>Unit plans, improved benchmark scores, improved state test scores  Percentage of improvement on screeners.</p>
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	Improve instruction by providing time for job-embedded PL, book studies through structured learning groups, monitoring standards taught, pacing guides and curriculum maps. (HH, GP, CC, TCM, TCC, BH, RC)	I-1 A-1, 2, 3	1, 2, 3, 5	1, 3	School staff common planning and PL groups-no cost	Books for Studies T-IIA, T-I, T-VIB \$16,000	School administrators, associate superintendent for teaching and learning, ELA consultant, department heads, Coordinator of Secondary Curriculum	2006-2017	Classroom and learning group observations, analyzing screener data, standards, and curriculum map	Agendas of learning groups, list of book studies, follow-up in classrooms, TKES	Improvement in teacher dialogue about instruction & improved benchmark scores and state test scores, TKES
	Continue the current report card, K-4, and provide a computerized version of report card which reflects numerical averages by subject Grades 1-12, and weighting grades in reading and math in grades 1-12 and all content areas grades 3-12. (GP, CC, TCM, TCC, BH, RC)	A-1, 2, 3  I-3	1, 2, 3, 5	1, 3	Assessment, grading and reporting; rubric development; assessment for learning, PL, T-IIA, T-VIB, T-I, 10,000, consultant, gradebook training	Substitutes for release time, printing costs, books, Infinite Campus PL, T-I,T-IIA, T-V, 30,000	School administrators, associate superintendent for teaching and learning , Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2006-2017	Report card in place, teacher and parent surveys, PL evaluations, TKES, parent portal,	Review of process through regular meetings with teachers, survey results, evidence of student progress on standards card, screeners, and benchmark assessments	Exemplary samples of student work, improved benchmark results and improved state test scores, Improved SGP's

<p>Continue a school-wide reading challenge (HH)  <b>Hire support staff for Birth -3 community outreach.</b> Provide community outreach for Birth -3 literacy (HH)  Summer Reading Challenge (GP, CC, TCM, TCCHS)</p>	<p>A-1 I-2</p>	<p>1, 2, 3, 5</p>	<p>1, 2, 3</p>	<p>\$500.00 for parent correspondence and data collection from parents – local funding, <b>Striving Readers, Split funded community outreach staff position, (striving reader \$40,000)</b></p>	<p>None needed</p>	<p>School administration, counselor, all teachers, Media specialists</p>	<p>2009-2016</p>	<p>Pre and Post data</p>	<p>Sign off sheets from parents and media center data, <b>Participation logs for birth-3 community events</b></p>	<p>GKIDS literacy standards, DIBELS data, <del>EASY-CBM</del> screener data</p>
<p>Continue Handwriting without Tears (HH, <b>GP, CC</b>) and writing to the required genre each nine weeks, writing in each content area, and reviewing student writing using rubrics and exemplars. (HH, GP, CC, TCMS, TCCHS, BH, RC)</p>	<p>C-1 I-1, 2, 3</p>	<p>1, 2, 3, 5</p>	<p>1, 3</p>	<p>RESA training, outside ELA consultant, <b>Turn it in.com, Handwriting without tears, Keyboarding without tears</b></p>	<p>Replenish student writing workbooks and student folders, \$5,000, T-I, T-VIB, local, <b>Striving Readers</b></p>	<p>BST, Associate Superintendent for Teaching and Learning, administrators, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum, teachers</p>	<p>2007-2017</p>	<p>Handwriting rubric, writing rubrics</p>	<p>Samples of student work, rubrics, exemplars</p>	<p>Improvement in writing skills of exiting kindergarten students, increase in percentage of students meeting and exceeding on Milestones and writing screeners.</p>

	<p>Increase the use of student data to improve phonemic awareness, reading comprehension skills, and writing skills of students through the use of DIBELS Next, All In Learning, writing prompts, Easy CBM, SRA, Early Intervention for Reading, Wilson Reading, SRA Imagine it, Reading Eggs, Pebble GO, A-Z, Brain Pop, Let's Play Learn, Education City, Study Island, RTI training, and Visagraph to provide early intervention for students. (HH, GP, CC, TCM, TCCHS, RC)</p>	<p>I-1, 2 C-3 A-1, 2, 3</p>	<p>1, 2, 3, 5</p>	<p>1, 2, 3</p>	<p>DIBELSNext, <del>Read 180</del>, T-I, T-IIA, T-VIB, \$30000, Easy CBM, ELA consultant, PALS (TCMS), Seeing Stars, LIPS, Differentiation Toolkit, Instructional Technology</p>	<p>SLDS, DIBELS Next, All in Learning, EASY CBM, Education City, Study Island, Reading Eggs, Pebble GO, Visagraph, GOFAR, Renaissance Learning AR, STAR, AIMS web, Accelerated Math, AR, Kurzweil, T-VIB and Sp. Ed. VIB, \$80,000, Striving Readers</p>	<p>School administrators, associate superintendent for teaching and learning, leadership team members, director of special education, RTI coordinator, department heads, Elementary and secondary instructional coordinators at TCMS</p>	<p>2006-2017</p>	<p>Data from all programs, BST leaders, and learning group agendas fall, winter, spring screeners</p>	<p>Periodic reports from all programs reviewed by staff in learning groups and BST meetings, data analysis of fall, winter, and spring screeners, unit tests, benchmarks, pre-and post test SLO data, SGP's and Milestones.</p>	<p>Increase in student achievement from program data, county benchmark tests, and state tests, increase in percentage of students meeting and exceeding in each content area, increase in progress points at CC, TCM, and TCCHS, increase in achievement points for CC, TCMS, and TCCHS, TKES evaluations.</p>
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	Expand enrichment opportunities in career-based learning (TCMS, TCCHS)	C-2  PL1, 2, 3	1,2,3,4,5	1,3	None	Transportation costs	CTAE staff and school administrators	2014-2017	Lists of trips taken, number of students involved, and summary of learning objectives	Lesson/unit plans	Quiz bowl and band festival performances.
	Increase the quality of instructional strategies and interventions by providing professional learning in 1. diagnosing difficulties, 2. planning and implementing research based strategies and interventions in reading, 3. progress monitoring (HH, GP, CC, TCM, TCC, BH)	I-2, 3 C-2, 3 A-1, 2, 3 PL-2, 3	1, 2, 3, 5	1, 3	PL in all listed, (stipends, consultants) T-I, T-IIA, T-VIB, Sp. Ed, PL \$15,000 PALS (TCMS), Seeing Stars, LIPS, Orton-Gillingham Comprehensive Training, Differentiation Toolkit, Instructional Technology, SRI	Early Intervention in Reading (EIR), LIPS (CIES), PALS, Text Talk, reciprocal teaching, Striving readers	School administrators, Associate Superintendent for Teaching and Learning, RTI coordinator, teachers, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2013-2017	Professional learning evaluations, surveys, TKES evaluations	Analysis of student performance on pre-post tests, SLO's, analysis of screener results from fall, winter, and spring, decrease in percent of students in bottom quartile of easy-CBM screeners, monitoring of implementation for fidelity.	Improvement evidenced on standardized test scores, and improved academic results for all students.

	Provide in school reading practice by continuing Accelerated Reading (AR) grades 1-5 4( GP, CC, TCM), and gifted enrichment for accelerated students (HH). Provide additional fiction and non-fiction literacy materials grades pre-k-8.	I-2	1, 2, 3, 5	1, 3	AR training for new staff by media specialists, no cost Follet, Lightbox, Ebooks, Amazon, Teacher Created Materials,	AR books, classroom novels, Local funding, Striving readers	Administrators	2006-2017	Number of books read by students, building administrators collect and review diagnostic reports for each teacher.	Circulation of books and number of AR books read, monitoring the number of students meeting their goals, and monitoring of Lexile scores and # of non-fiction books read.	Improvement in test scores and classroom performance
	Continue to focus, align, and improve Reading and LA instruction by reviewing and refining curriculum in K-12. (HH, GP, CC, TCM, TCC, BH, RC)	C-1, 2, 3	1, 2, 3, 5	1, 3	Refinement of unit plan release time for workshops with consultants,- T- IIA, T- I, PL, T-VIB-\$20000	PL, T-I, \$10000 Striving Readers	Associate Superintendent for Teaching and Learning, building administrators, teachers, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2006-2017 Annually	Unit plans in place and in use	Unit Plan, grade book, monitoring of the standards in each academic area using curriculum maps and pacing guides.	Improved test scores, benchmark scores, and screener scores.

	Provide extended learning opportunities for students through summer school, night school, school-day tutoring, Saturday school, and after school programs. (GP, CC, TCM, TCC, BH, RC)	PO-2 SC-2	1, 2, 3, 5	1, 3	Summer school materials PL, T-I, T-IIA- 20 days additional instruction funds, \$500	Teacher salaries for extended time, ESY and ESD for SWD Sp. Ed. T-VIB, 20 days additional instruction, Title I \$55,000	School administrators, Associate Superintendent for Teaching and Learning, Director of Federal Programs, Assessment and Accountability	2006- 2017	Classroom observations, % of students in programs who pass state tests	Class rosters, analysis of student needs completed before summer school begins	Increase in % passing state tests
	Provide extended learning opportunities for migrant students through summer school and after school programs (GP, CC, TCM, TCC, BH, RC)	PO-2 SC-2	1, 2, 3, 5	1, 3	Summer school materials PL, T-IIA- 20 days additional instruction funds, Title IC, \$500	Teacher and migrant staff salaries for extended time, Migrant, \$6,500	School administrators, Director of Federal Programs, Assessment and Accountability	2006-2017	Classroom observations, % of students in programs who pass state tests	Class rosters	Increase in % of migrant students passing state tests
	Improve student access to a variety of genres by adding additional autobiographies, memoirs, and non-fiction books to the media center. (HH, GP, CC, TCMS)	PO-3 I-2	1, 2, 3, 5	1, 3	None	Books, media budget, \$5000, Striving Readers	Media specialist, school administration	2006--2017	Number of books purchased and cataloged for check-out	Circulation records, AR Tests	Circulation of books, Easy CBM Universal screeners

	Promote consistent writing instruction in core academic subjects by analyzing writing samples, using common rubrics, and using work samples to teach grammar and writing skills. (HH, GP, CC, TCM, TCC, BH, RC)	I-1, 2, 3	1, 2, 3, 5	1, 3	Collaborative scoring, T-I,T-IIA,T-VIB, \$2000 outside ELA consultant	Common writing rubrics, T-I, T-IIA, T-VIB, \$1500	<del>Instructional coordinator at TCMS,</del> Associate Superintendent for Teaching and Learning, <b>Coordinators for Elementary and Secondary Instruction</b>	2006-2017	Review of writing folders throughout the year, collaborative scoring of student writing samples in learning groups, and use of RACES rubric at TCCHS.	Analysis of writing scores on state tests and classroom scoring of writing	Improvement in state writing scores
	Hire instructional coordinators to monitor curriculum implementation and to provide timely instructional support for all teachers. (HH, GP, CC,TCMS, TCCHS)					Staff salaries for instructional coordinator (T-IIA & Local Funding \$80,000)	Principals, Associate Superintendent for Teaching and Learning	2015-2017	Framework for accountability for implementation of GSE, development of formative and summative test items aligned to Georgia Milestones.	Walkthrough documentation, curriculum maps, revised unit and benchmark tests	Student performance on Georgia Milestones tests, documentation of GSE curriculum delivered to all students.

	Expand enrichment opportunities in all content areas by providing field trips, opportunities to compete in state and national competitions, resources for fine arts students and gifted students including Odyssey of the Mind, Quiz Bowl, Academic Decathlon, Band, LEGO League, and experiential weeks. (HH, GP, CC, TCC, TCM, BH)	I-3 PO-3	1, 2, 3, 5	1, 3	None needed	Registration fees, problem-solving materials, transportation costs, local funding sources, \$12,500	MERIT teachers, band directors, school administrators	2006-2017	Lists of trips taken, number of students involved, and summary of learning objectives, number of resolutions awarded	Lesson/unit plans	Quiz Bowl and band festival performances, Peace Jam and experientials, National History Day.
	Expand learning opportunities for EL students by continuing employment of full-time ESOL teachers. (HH, GP, CC, TCM, TCC, BH)	PO-2, 3 C-2	1, 2, 3, 5	1, 3	Access test training, ESOL teachers provide professional learning for teachers of ESOL students.	EL Teachers hired, EL tests, T-III, local Salary and \$500	Director of Federal Programs and EL teachers	2006-2017	Schedule of EL teacher	Lesson plans, class rosters, EL tests results, EL plans in place	Improvement in test scores of EL students, EL students exit to monitoring

	Continue the accelerated program of study (MERIT) to include middle school students (TCM, TCCHS)	C 1,2,3 A1 I 2,3 PL3, SC1	1,3,5	1,3	PL for workshops	PL for reading in the content area, Stipends, Title VIB	Principals, Associate Superintendent for Teaching and Learning, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2013-2017	Student test scores	Walk-throughs, teacher evaluations	Increase the number of HS students taking AP and post-secondary classes, improved SAT and ACT scores, involve more students in gifted and accelerated programs.
	Increase student comprehension of a variety of text structures by providing direct instruction on K-12 reading strategies in content areas. (HH, GP, CC, TCMS, TCCHS, BH, RC)	I-2	1, 2, 3, 5	1, 3	Teaching reading in the content areas PL, No Cost Quad Texts, Reciprocal Reading,	Resource books-T-I, \$10,000 Striving Readers	Administrators, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2006-2017	Improvement in test scores across content areas, increase in percent of students exceeding standards on state testing.	Classroom observation	Improvement in reading of expository texts, increase in number of student meeting or exceeding standards on state test scores across all content areas, Increased Lexile Scores, Improved SGP's

	Increase teachers' knowledge of a variety of strategies to use when teaching children with disabilities by providing research-based training (HH, GP, CC, TCM, TCC)	C-2  PL-1, 2, 3	1, 2, 3, 4, 5	1, 2, 3	Train select teachers in best practices for children with disabilities, <b>Unique Solutions, PECS II</b>	\$10,000, Title VIB, Sp. Ed.	School administration, counselor, teachers, Director of Special Education	2008-2017	Classroom evaluations and observations	Evaluations, anecdotal records from classroom observations	Decrease in discipline referrals for autistic children
	Hire intervention teachers for Tier II support and to provide Tier III intervention to at-risk learners (HH, GP, CC, <b>TCMS</b> )				Intervention materials and resources, <b>LIPS, Seeing Stars</b>	Title I, <b>Title IIA CEIS</b>	Administration, Director of Federal Programs, Assessment, and Accountability	2008-2017	Schedules	Intervention rosters	Reduction in number of students who require Tier III and Tier IV support.

**Annual Measurable Objective(s): Improve Math Proficiency in all students.**

GKIDS percent of elements that were scored at the meets or exceeds level in Mathematics:

Grade	Year	All students
Kindergarten	2012	85%
	2013	82%
	2014	84%
	2015	79%
	2016	85%

The following chart reflects student performance data for grades not measured by CRCT. Thomas County assesses first grade students with the ITBS. The chart below shows the percent of students who met or exceeded the 50<sup>th</sup> percentile.

Grade	Year	All students	Black	White	SWD
1 (ITBS)	2012	54%	39%	64%	23%
	2013	31%	20%	39%	18%
	2014	38%	40%	33%	23%
	2015	46%	31%	55%	25%
	2016	35%	21%	49%	6%

Beginning in 2011, the Thomas County School district created a performance test based on released items from the CRCT and assessed second grade students.

**Math Mock- CRCT**

Grade	Year	All students	Black	White	SWD
2 (District Mock-CRCT)	2012	83%	67%	90%	67%
	2013	72%	54%	80%	46%
	2014	68%	47%	80%	46%

Beginning in 2015, the Thomas County School district created a performance test to match the construction of the Georgia Milestones End of Grade Assessment and assessed first and second grade students. Beginning in 2016, we began reporting the percent of students scoring at or above 70% on the Mock Milestones test.

Grade	Year	All students	Black	White	SWD
1 (District Mock-Milestones)	2016	42.2%	Not reported	Not reported	Not reported
2 (District Mock-Milestones)	2016	49.8%	Not reported	Not reported	Not reported

**Increase student achievement of all subgroups in Math.**

Percent of students meeting and exceeding expectations on CRCT and percent of students passing GHSGT in Math.					
Grade	Year	All Students	Black	White	SWD
3 (State AMO 83.8%)	2012	93%	87%	94%	90%
	2013	81%	74%	84%	44%
	2014	76%	81%	81%	40%
4 (State AMO 83.8%)	2012	94%	89%	96%	81%
	2013	94%	91%	96%	84%
	2014	86%	81%	89%	57%
5 (State AMO 83.8%)	2012	65%	47%	74%	45%
	2013	90%	88%	92%	81%
	2014	90%	91%	91%	87%
6 (State AMO 83.8%)	2012	67%	53%	75%	40%
	2013	69%	52%	76%	57%
	2014	77%	60%	86%	38%
7 (State AMO 83.8%)	2012	93%	88%	96%	88%
	2013	79%	65%	85%	49%
	2014	79%	65%	87%	63%
8 (State AMO 83.8%)	2012	71%	61%	74%	44%
	2013	84%	78%	87%	52%
	2014	75%	63%	82%	24%

\*\* High school performance data: Beginning in 2012, students were able to use passing scores on End of Course Tests to satisfy some Graduation Test requirements. As a result we use the following statistics to track student performance rates and plan improvement initiatives.

Test	Year	All Students	Black	White	SWD
Math HSGT	2012	50%	53%	45%	20%
Math I EOCT	2012	62%	47%	71%	23%
Math II EOCT	2012	51%	42%	55%	15%
Math HSGT	2013	14.2%	Not Reported	Not Reported	Not Reported
Coord. Alg EOCT	2013	27%	11%	36%	12%
Math II EOCT	2013	53%	58%	40%	24%
Math HSGT	2014	38.8%	35.7%	46.2%	31.6%
Coord. Alg EOCT	2014	24%	12%	32%	8%
Math II EOCT	2014	*	*	*	*

\*Group is too small to report as the passing rates would make students individually identifiable.

### Percent of students earning Developing Learner or higher Milestones EOG and EOC scores

Grade	Year	All students	Black	White	SWD
<b>3 grade Math</b>	2015	78%	67%	84%	42%
	2016	69%	57%	75%	44%
<b>4 grade Math</b>	2015	85%	79%	91%	66%
	2016	83%	73%	89%	60%
<b>5 grade Math</b>	2015	72%	59%	78%	35%
	2016	60%	51%	64%	29%
<b>6 grade Math</b>	2015	75%	59%	87%	43%
	2016	75%	58%	84%	38%
<b>7 grade Math</b>	2015	59%	41%	70%	22%
	2016	69%	53%	80%	42%
<b>8 grade Math</b>	2015	69%	59%	73%	27%
	2016	75%	65%	80%	32%
<b>Coord. Alg. (last year)</b>	2015	53%	32%	67%	14%
<b>Algebra I (new 2016)</b>	2016	53%	42%	60%	23%
<b>Analytic Geom</b>	2015	64%	42%	74%	12%
	2016	66%	44%	77%	22%

Performance Goal	Actions/Strategies/ Interventions or Programs	GSS	NCLB Goal#	IDEA Goal#	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source, funding cycle and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Use research-based practice and materials to improve student performance in Math to meet or exceed state performance levels, while eliminating the achievement gaps between subgroups.	Facilitate consistent use of research-based learning strategies by providing release time to create and update GSE units, benchmark tests, and redeliver GSE training. (HH, GP, CC, TCM, TCC, BH, RC)	C-1, 2, 3 I-1, 2 A-1, 2, 3	1, 2, 3, 5	1, 3	DOE Unit Writing, CCGPS GSE , All in Learning, PL,T-IIA,T-VIB,T-IID \$5000	DOE Unit Template, CCGPS GSE training materials, Achievement Series- All In Learning, PL,T-IIA,T-VIB, T-IID Easy-CBM, Universal Screeners DIBELS Math, Math facts in a flash, KUTA Math, Everyday Math, STAR Math	School administrators, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum , Associate Superintendent for Teaching and Learning	2006-2017	PL evaluation, unit plans in place, learning group agendas, state test scores, benchmark tests and scores screener data from fall, winter and spring	PL evaluation unit plans in place, learning group agendas, state test scores, benchmark tests and scores, Pre-Post test SLO data	Improvement in state test scores and benchmark test scores, Improved SGP's

	Continue to focus, align, and improve math instruction by reviewing and refining curriculum in K-12. Monitoring the teaching of math standards, the curriculum maps and pacing guides by school administrators. (HH, GP, CC, TCM, TCC, BH, RC)	C-1, 2, 3	1, 2, 3, 5	1, 3	Refinement of unit plan training each summer-T-IIA, T-I, PL,T-VIB, Reg. \$3000	GSE unit plan templates PL, T-I,T-IIA, T-VIB	Associate Superintendent for Teaching and Learning, administrators, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum , department heads	2006-2017 Annually	Unit plans in place and in use	Unit plans	Improvement in state test scores and benchmark test scores
	Improve instructional strategies by providing PL in GSE, portfolio, assessment for learning, differentiated instruction, teaching numeral recognition and numeration, use of math manipulatives, and use of instructional technology. (HH, GP, CC, TCM, TCC, BH, RC)	I-2, 3 C-2, 3 A-1, 2, 3 PL-2, 3	1, 2, 3, 5	1, 3	PL in all listed (stipends, consultants) T-I, T-IIA, T-VI-B, and Special Education, PL \$15,000	Book studies, substitutes, videos, purchase of academic resources T-I, T-II-A, T-VI-B, and Special Education, PL, \$10,000	School administrators, Associate Superintendent for Teaching and Learning, leadership teams	2006-2017	PL evaluations, observations in classrooms, follow-up in learning groups	PL evaluations, anecdotal records from classroom observations, learning group agendas, PL rosters	Improvement in state test scores and benchmark test scores

	Provide extended learning opportunities for migrant students through summer school and after school programs (GP, CC, TCM, TCC, BH, RC)	PO-2, SC-2	1, 2, 3, 5	1, 3	Train summer school teachers with proficient ratings on TKES evaluations, summer school materials PL, T-IIA- 20 days additional Instruction funds, Title IC, \$500	Teacher and migrant staff salaries for extended time, Migrant, \$6,500, <b>ESY for Special Ed.</b>	School administrators, Director of Federal Programs, Assessment and Accountability	2006-2017	Classroom observations, % of students in programs who meet or exceed standards on state tests	Class rosters	Increase in % of migrant students passing state tests
	Provide extended learning opportunities for students through summer school and after school programs. (HH, GP, CC, TCM, TCC, BH, RC)	PO-2	1, 2, 3, 5	1, 3	Train summer school teachers with proficient ratings on TKES evaluations, and provide summer school materials, PL, T-IIA, Extended Learning Grant, TI, \$500, <b>ESY for Special Ed.</b>	Teacher salaries for extended time, extended learning funds	Director of Federal Programs, School Administrators, <b>Director of Special Education</b>	2006-2017	Classroom observations, % of students in programs who pass state tests	Classroom observations, % of students in programs who pass state tests	Improvement in state test scores, benchmark scores; decrease in number of students retained based on state test performance

	<p>Increase the retention of math skills and increasing math fluency by providing consistent and pervasive daily review, acceleration, and enrichment activities. (HH, GP, CC, TCM, TCC, BH, RC)</p>	I-2	1, 2, 3, 5	1, 3	None	<p>Unit plans, no cost Everyday Math (CEIS), special education funding, Moby Max (Title VIB)</p>	<p>Administrators, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum, department chairmen</p>	2006-2017	<p>Classroom observations, unit plans, STAR Math monthly review of usage reports for math facts (grades K-3), analyze screeners and adjust instruction</p>	<p>Classroom observations, unit plans</p>	<p>Improvement in state test scores and benchmark test scores</p>
	<p>Improve students' math vocabulary by providing direct math vocabulary instruction using Georgia Milestones key terms. (HH, GP, CC, TCM, TCCHS, RC)</p>	I-2	1, 2, 3, 5	1, 3	<p>Strategies for teaching key vocabulary in math, outside consultant</p>	<p>Unit plans-consultant fees</p>	<p>Associate Superintendent for Teaching and Learning, administrators, department heads, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum, teachers</p>	2006-2017	<p>Classroom observations, unit plans</p>	<p>TKES observations, unit plans that reflect use of key terms in constructed response questions</p>	<p>Improvement in state test scores, benchmark test scores, increased student use of math vocabulary in class</p>

	Provide math manipulatives and supplemental math materials such as Accelerated Math, Education City, Math in the Fast Lane, Study Island, Links to Learning, USA Test Prep, Math facts in a Flash, A+ software, Keytrain software, <b>Moby Max</b> , Desire 2 Learn, consumable workbooks, and math periodicals to improve math and problem solving skills. (HH, GP, CC, TCM, TCC, BH, RC)	I-2 A-2 PO-3	1, 2, 3, 5	1, 3	None	Maintenance fees, consumable workbooks, software, manipulatives, hand held devices for math facts in a flash. T-VIB, Title I	Administrators, department heads, teachers, instructional technology specialists	2006-2017	Consumable workbooks and manipulatives in classrooms and in use, software in use	Quarterly diagnostic reports that demonstrate student progress.	Improvement in state test scores and benchmark test scores
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Analyze student data to improve math skills through the use of All In Learning benchmark tests, <b>DIBELS math</b> , <b>EASY-CBM</b> , Math Facts in a Flash, Accelerated Math, and math fluency timed tests. (HH, GP, CC, TCM, TCC, BH, RC) AIMS web (TCMS)	I-1, 2 C-3 A-1, 2, 3	1, 2, 3, 5	1, 3	None	Software and tests, paper for scanners, instructional budget \$2000 per school, Title IIA, Title VIB, and Special Ed	School administrators, Director of Federal Programs, Assessment and Accountability, leadership team members, RTI coordinator, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2006-2017	Leadership team and learning group agendas, benchmark test results and disaggregation, screener results in grades K-10	Leadership and learning group agendas, benchmark test results and disaggregation	Improvement in state test scores and benchmark test scores
Improve instruction by providing time for job-embedded PL and book studies through structured learning groups. (HH, GP, CC, TCM, TCC, RC, BH)	I-1 C-2,3 PL-1 L-1, 3, 4	1, 2, 3, 5	1, 3	Outside consultant to support implementation of GSE	Books for Studies T-IIA, T-VIB	Administrators, leadership team members, Associate Superintendent for Teaching and Learning	2006-2017	TKES and learning group observations, samples of student work	Learning group agendas and classroom observations, samples of student work posted in classrooms	Improvement in state test scores and benchmark test scores
Incorporate PSAT and SAT type problems into all high school math classrooms in order to improve PSAT and SAT math scores. (TCC, BH)	C-3 A-1, 3	1, 2, 3, 5	1, 3	None	SAT online resource, no cost	School administrators, Instructional technology specialists, Teachers, Secondary Curriculum Coordinator	2006-2017	Unit plans, classroom observations, TKES evaluations	Unit plans, classroom observations, TKES evaluations	Improvement in PSAT and SAT scores

	Provide modifications to math instruction and academic language support for EL students as needed by continuing employment of full-time ESOL teachers. (HH, GP, CC, TCMS, TCC, BH, RC)	PO-2, 3 C-2	1, 2, 3, 5	1, 3	Access test training, no cost	EL teachers hired, EL tests salary and \$500 T-III, local funds	Director of Federal Programs, Assessment and Accountability, and EL Teachers	2006-2017	Schedule of EL teacher	Schedule of EL teacher and list of students served	Improvement in all test scores of EL students, EL students exit to monitoring
	Continue the accelerated program of study (MERIT) to include middle school students (TCM, TCCHS)	C 1,2,3 A1 I 2,3 PL3, SC1	1,3,5	1,3	PL for workshops	PL for reading in the content area, Stipends, Title VIB	Principals, Associate Superintendent for Teaching and Learning	2013-2017	Student test scores	Walk-throughs, teacher evaluations	Increase the number of HS students taking AP and post-secondary classes, improved SAT and ACT scores, involve more students in gifted and accelerated programs.

	Improve curriculum implementation and teacher collaboration and increase student achievement with teachers and administrators conducting inter-rater reliability observations within and across grade levels (HH, GP, CC, TCM, TCC, BH, RC)	C-1, 2, 3 I-2, 3	1, 2, 3, 5	1, 3	Training through learning groups	TKES platform (no cost), curriculum maps, standards, pacing guides	Administrators, teachers, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2008-2017	Feedback forms, observation in classrooms, and follow-up in learning groups, documentation in TKES platform	Monitored curriculum maps and pacing guides, identified vocabulary terms to teach in content areas, instructional focus set in TKES as part of teacher goal setting.	Improved horizontal and vertical articulation of needs
	Increase special education teachers' knowledge of a variety of strategies to use when teaching children with disabilities by providing research-based training in emerging areas of concern including but not limited to apraxia and non-verbal students, autism spectrum disorders (HH, GP, CC, TCM, TCC)	C-2 PL-1, 2, 3	1, 2, 3, 4, 5	1, 2, 3	Train special education teachers in best practices for children with disabilities <b>Unique Solutions, PECS II</b>	Title VIB, Special education	School administrators, Special Education Director, special education teachers, speech teachers	2008-2017	Classroom evaluations and observations, inter-rater reliability observations by administrators and special ed. director	Evaluations, anecdotal records from classroom observations, TKES evaluations, review of screener data	Decrease in discipline referrals for autistic children

	<p>Increase the quality of instructional strategies and interventions by providing professional learning in</p> <ol style="list-style-type: none"> <li>1. diagnosing difficulties,</li> <li>2. planning and implementing research based strategies and interventions in reading, and</li> <li>3. progress monitoring (HH, GP, CC, TCM, TCC, BH, RC)</li> </ol>	<p>I-2, 3 C-2, 3 A-1, 2, 3 PL-2, 3</p>	<p>1, 2, 3, 5</p>	<p>1, 3</p>	<p>PL in diagnosing difficulties, PI in use of research-based practices, and PI in progress monitoring. PL in strategic math series, (stipends, consultants) T-I, T-IIA, T-VIB, Sp. Ed, PL \$15,000, professional learning coordinated by RTI coordinator.</p>	<p>Math strategies, strategic math series, hand held response system for math facts in a flash, Everyday Math (CEIS)</p>	<p>School administrators, Associate Superintendent for Teaching and Learning, RTI coordinator, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum</p>	<p>2013-2017</p>	<p>Professional learning evaluations, TKES evaluations, follow up in learning groups,</p>	<p>Classroom observations, performance on student assessments, screener results from fall, winter and spring</p>	<p>Improvement evidenced on standardized test scores, improved academic results for all students, and increased number of students exceeding standards on state tests.</p>
	<p>Hire intervention teachers for Tier II support and to provide Tier III intervention to at-risk learners (HH, GP, CC, TCMS)</p>				<p>Intervention materials and resources</p>	<p>Title I, Title IIA CEIS</p>	<p>Administration, Director of Federal Programs, Assessment, and Accountability</p>	<p>2008-2017</p>	<p>Schedules</p>	<p>Intervention rosters</p>	<p>Reduction in number of students who require Tier III and Tier IV support.</p>

**Annual Measurable Objective(s):**Increase student achievement of all subgroups in **Social Studies**.**Percent of students meeting and exceeding expectations on CRCT and percent of students passing GHSGT in Social Studies.**

<b>Grade</b>	<b>Year</b>	<b>All Students</b>	<b>Black</b>	<b>White</b>	<b>SWD</b>
<b>3</b>	2012	80%	70%	87%	70%
	2013	82%	74%	85%	46%
	2014	73%	60%	82%	45%
<b>4</b>	2012	83%	69%	88%	64%
	2013	85%	72%	92%	58%
	2014	86%	89%	89%	71%
<b>5</b>	2012	81%	75%	86%	67%
	2013	89%	86%	91%	69%
	2014	86%	81%	92%	61%
<b>6</b>	2012	74%	56%	84%	42%
	2013	75%	65%	79%	59%
	2014	82%	76%	84%	53%
<b>7</b>	2012	82%	67%	90%	55%
	2013	78%	69%	84%	42%
	2014	79%	69%	85%	56%
<b>8</b>	2012	80%	64%	87%	68%
	2013	77%	64%	84%	41%
	2014	78%	62%	87%	39%

\*\* High school performance data: Beginning in 2012, students were able to use passing scores on End of Course Tests to satisfy some Graduation Test requirements. As a result we use the following statistics to track student performance rates and plan improvement initiatives.

**Social Studies**

<b>Test</b>	<b>Year</b>	<b>All Students</b>	<b>Black</b>	<b>White</b>	<b>SWD</b>
2012 Social Studies HSGT	2012	78%	69%	83%	33%
Economics EOCT	2012	50%	43%	69%	17%
US History EOCT	2012	73%	57%	80%	48%

2013 Social Studies HSGT	2013	76%	Not reported	Not reported	Not reported
Economics EOCT	2013	82%	90%	96%	Too few to report
US History EOCT	2013	77%	63%	84%	50%
2014 Social Studies HSGT	2014	25%	23.1%	22.2	0%
Economics EOCT	2014	90%	76%	96%	71%
US History EOCT	2014	77%	63%	84%	50%

**\*Group is too small to report as the passing rates would make students individually identifiable.**

**Percent of students earning Developing Learner or higher Milestones EOG and EOC scores**

Grade	Year	All students	Black	White	SWD
<b>3 grade SS</b>	2015	66%	51%	74%	30%
	2016	70%	62%	75%	53%
<b>4 grade SS</b>	2015	70%	59%	79%	33%
	2016	73%	58%	82%	50%
<b>5 grade SS</b>	2015	79%	66%	86%	32%
	2016	67%	58%	74%	44%
<b>6 grade SS</b>	2015	67%	51%	80%	27%
	2016	69%	53%	78%	37%
<b>7 grade SS</b>	2015	68%	46%	71%	24%
	2016	68%	54%	78%	40%
<b>8 grade SS</b>	2015	62%	50%	68%	27%
	2016	69%	60%	74%	40%
<b>US History EOC</b>	2015	77%	62%	85%	Too few to report
	2016	65%	44%	77%	22%
<b>Economics EOC</b>	2015	71%	59%	78%	Too few to report
	2016	66%	42%	76%	37%

<b>Performance Goal</b>	<b>Actions/Strategies/Interventions or Programs</b>	<b>GSS</b>	<b>NCLB Goal#</b>	<b>IDEA Goal#</b>	<b>Professional Learning (Include funding source and cost)</b>	<b>Resources or Materials Needed (Include funding source, funding cycle and cost)</b>	<b>Person or Position Responsible for Monitoring and Evaluation</b>	<b>Timeline For Implementation (plan should include 2-3 years)</b>	<b>Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)</b>	<b>Monitoring of Intervention (Artifacts)</b>	<b>Evidence of Impact (Student Learning Data)</b>
Use research-based practice and materials to improve student performance in Social Studies to meet or exceed state performance levels, while eliminating the achievement gaps between subgroups.	Continue to focus, align, and improve social studies instruction by monitoring the teaching of the curriculum (Unit Plans) K-12. (HH, GP, CC, TCM, TCC, BH, RC)	C-1, 2, 3	1, 2, 3, 5	1, 3	Refinement of unit plan training each summer, T-IIA, T-I, PL, T-VIB, \$3,00, content specific literacy resources, Striving Readers, Facts4me	PL, T-I, \$3,000	Building administrators	2006-2017 annually	Unit Plans curriculum maps, pacing guides	Unit plans, curriculum maps, pacing guides	Standards checklist, improved test scores and benchmark scores

	Facilitate consistent use of research-based learning strategies and the GSE by providing release time to create and update GSE units and benchmark tests. (GP, CC, TCM, TCC, BH)	C-1, 2, 3 I-1, 2 A-1, 2, 3	1, 2, 3, 5	1, 3	DOE unit writing, CCGPS GSE redelivery, All In Learning. PL, T-IIA, T-VIB, T-IID, \$5,000	DOE unit template, substitutes, All In Learning, PL, T-IIA, T-VIB, T-IID, \$2,000	School administrators, Associate Superintendent for Teaching and Learning, teachers, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2006--2017	PL evaluations unit plans in place, state test scores, benchmark scores, screener scores, SLDS	Unit plans, benchmark tests and scores, state test scores, screener scores, samples of student writing	Unit plans improved, benchmark scores, improved state test scores, screeners scores
	Provide direct instruction in reading and writing in the content area of social studies through book studies and software, including Links to Learning, Facts for Me, Study Island, A+ software, and USA Test Prep., GOFAR (GP, CC, TCM, TCC, BH)	I-2	1, 2, 3, 5	1, 3	Reading in the content areas Training, T-I, T-IIA, PL, \$5,000, outside consultant for literacy strategies content specific literacy resources, Striving Readers	Resource books, T-IIA, PL, Local, \$1,000	School administrators, department heads, teachers, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2006-2017	Training agendas and evaluations, unit plans, TKES evaluations	Training agendas and evaluation, unit plans, TKES evaluations	Improvement in state test scores and benchmark test scores, TKES evaluations

Analyze student data to improve SS skills to adjust daily instruction through the use of All In learning, benchmarks, screener data, and SLDS (TCM, TCC)	I-1, 2 C-3 A-1, 2, 3	1, 2, 3, 5	1, 3	None	SLDS, -All In learning , Title VIB, IIA, and Special Education, <del>Easy CBM</del>	School administrators and social studies teachers, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2008-2017	Department review of results, curriculum maps and pacing guides	Disaggregated benchmark results and analysis, screener data fall winter and spring.	Improvement in state test scores and benchmark test scores and screener performance
Improve instructional strategies by providing PL GSE. (HH, GP, CC, TCM, TCC, BH) align assessments to reflect Georgia Milestones	I-2, 3 C-2, 3 PL-2, 3	1, 2, 3	1, 3	GSE redelivery, sub costs, PL, T-IIA, T-VIB, T-I, \$5,000, professional learning on use of instructional technology	CCGPS GSE training materials. T-IIA, T-VIB, \$3,000	School administrators, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum, consultant	2006-2017	PL evaluations, observations in classrooms, samples of student writing	PL evaluations, observations in classrooms, screener data, curriculum map, pacing guides	Improvement in state test scores and benchmark scores, screener data
Incorporate map skills into social studies instruction on a regular basis. (CC, TCM, TCC, BH, RC)	I-2	1, 2, 3, 5	1, 3	None	None	School administrators, department chairmen	2006-2017	Unit plans, classroom observations	Unit plans, anecdotal records	Improvement in social studies test scores and benchmark scores

<p>Increase student exposure to historical/social events by providing Weekly Reader, Social Studies Weekly, GA Studies Weekly, USA Studies Weekly, Scholastic News, Junior Scholastic, and other current event publications, Galileo. (HH, GP, CC, TCM, TCC)</p>	<p>I-2 PO-2, 3</p>	<p>1, 2, 3, 5</p>	<p>1, 3</p>	<p>None</p>	<p>Publications, Title I, T- VIB, Local, \$25,000 Strivng Readers</p>	<p>School administrators, Department heads, leadership team members, Media Specialists, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum</p>	<p>2006-2017</p>	<p>Publications in classrooms, TKES evaluations</p>	<p>List of publications provided in classrooms, use documented in unit plans</p>	<p>Improvement in state test scores and benchmark scores, and improvement in daily performance assessment in classrooms</p>
<p>Provide aligned social studies resources by reviewing social studies textbooks in K-12, GSE standards and literacy standards (HH, GP, CC, TCM, TCC)</p>	<p>C-2, 3 PO-2, 3 I-2</p>	<p>1, 2, 3, 5</p>	<p>1, 3</p>	<p>PL, Title I, T- VIB \$800</p>	<p>Associate Superintendent for Teaching and Learning, department chairpersons, school administrators, teachers.</p>	<p>2010-2017</p>		<p>Lesson plans curriculum map, pacing guides, screener results, samples of student writing in social studies</p>	<p>Improvement in social studies skills as evidenced by student performance in classrooms and student grades</p>	

Provide experiences to build the background of knowledge needed to understand community, state, national, and world venues.	Provide social studies curriculum related field trips. (HH, GP, CC, TCM, TCC, BH)	I-2 C-2 SFC-1	1, 2, 3, 5	1, 3	None	Registration fees, bus, local funding, 10,000	School administrators, department heads, teachers	2006-2017	Field trips designated in unit plans	Unit plan documentation of field trips	Improvement in social studies test scores and benchmark scores
	Continue the accelerated program of study (MERIT) to include middle school students (TCM, TCCHS)	C 1,2,3 A1 I 2,3 PL3, SC1	1,3,5	1,3	PL for workshops	PL for reading in the content area, stipends, Title VIB	Associate Superintendent for Teaching and Learning, administrators, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2013-2017	Student test scores	TKES evaluations	Increase the number of HS students taking AP and post-secondary classes, improved SAT and ACT scores, involve more students in gifted and accelerated programs.

	<p>Increase the quality of instructional strategies and interventions by providing professional learning in 1. diagnosing difficulties, 2. planning and implementing research based strategies and interventions in reading, and 3. progress monitoring (HH, GP, CC, TCMS, TCCHS, BH, RC)</p>	<p>I-2, 3 C-2, 3 A-1, 2, 3 PL-2, 3</p>	<p>1, 2, 3, 5</p>	<p>1, 3</p>	<p>PL in all listed, (stipends, consultants) T-I, T-IIA, T-VIB, Sp. Ed, PL \$15,000, RTI training on systematic interventions</p>	<p>Social studies strategies.</p>	<p>School administrators, associate superintendent for teaching and learning, RTI coordinator</p>	<p>2013-2017</p>	<p>Professional learning evaluations, TKES evaluations, follow up in learning groups, samples of student work</p>	<p>Classroom observations, performance on student assessments</p>	<p>Improvement evidenced on standardized test scores, screener data, and improved academic results for all students.</p>
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**Annual Measurable Objective(s):**Increase student achievement of all subgroups in **Science**.**Percent of students meeting and exceeding expectations on CRCT and percent of students passing GHS GT in Science.**

<b>Grade</b>	<b>Year</b>	<b>All Students</b>	<b>Black</b>	<b>White</b>	<b>SWD</b>
<b>3</b>	2012	78%	58%	88%	74%
	2013	77%	65%	83%	44%
	2014	69%	52%	81%	43%
<b>4</b>	2012	81%	61%	91%	69%
	2013	89%	76%	96%	74%
	2014	85%	72%	90%	63%
<b>5</b>	2012	77%	61%	85%	60%
	2013	79%	67%	85%	44%
	2014	85%	79%	91%	59%
<b>6</b>	2012	76%	54%	87%	41%
	2013	76%	62%	83%	56%
	2014	76%	58%	84%	44%
<b>7</b>	2012	89%	78%	96%	71%
	2013	83%	72%	88%	45%
	2014	83%	75%	88%	59%
<b>8</b>	2012	75%	56%	83%	52%
	2013	80%	66%	86%	33%
	2014	76%	56%	89%	28%

\*\* High school performance data: Beginning in 2012, students were able to use passing scores on End of Course Tests to satisfy some Graduation Test requirements. As a result we use the following statistics to track student performance rates and plan improvement initiatives.

**Science**

<b>Test</b>	<b>Year</b>	<b>All Students</b>	<b>Black</b>	<b>White</b>	<b>SWD</b>
2012 Science HSGT	2012	40%	40%	41%	23%
Biology EOCT	2012	72%	59%	82%	39%
Physical Science EOCT	2012	82%	75%	88%	50%
2013 Science HSGT	2013	59%	Not reported	Not reported	Not reported

Biology EOCT	2013	80%	70%	84%	48%
Physical Science EOCT	2013	91%	85%	95%	74%
2014 Science HSGT	2014	22.2%	33.3%	25%	20%
Biology EOCT	2014	76%	60%	86%	33%
Physical Science EOCT	2014	92%	89%	94%	81%

**Percent of students earning Developing Learner or higher Milestones EOG and EOC scores**

Grade	Year	All students	Black	White	SWD
<b>3 grade Science</b>	2015	75%	59%	84%	58%
	2016	74%	62%	81%	57%
<b>4 grade Science</b>	2015	72%	59%	83%	35%
	2016	75%	57%	86%	50%
<b>5 grade Science</b>	2015	75%	56%	84%	32%
	2016	59%	41%	70%	36%
<b>6 grade Science</b>	2015	73%	57%	86%	53%
	2016	76%	59%	85%	56%
<b>7 grade Science</b>	2015	59%	37%	69%	29%
	2016	62%	39%	76%	39%
<b>8 grade Science</b>	2015	61%	48%	70%	24%
	2016	52%	34%	66%	28%
<b>Physical Science EOC</b>	2015	57%	41%	67%	10%
	2016	64%	44%	75%	21%
<b>Biology EOC</b>	2015	54%	31%	67%	21%
	2016	63%	43%	77%	44%

<b>Performance Goal</b>	<b>Actions/Strategies/ Interventions or Programs</b>	<b>GSS</b>	<b>NCLB Goal#</b>	<b>IDEA Goal#</b>	<b>Professional Learning (Include funding source and cost)</b>	<b>Resources or Materials Needed (Include funding source, funding cycle and cost)</b>	<b>Person or Position Responsible for Monitoring and Evaluation</b>	<b>Timeline For Implementation (plan should include 2-3 years)</b>	<b>Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)</b>	<b>Monitoring of Intervention (Artifacts)</b>	<b>Evidence of Impact (Student Learning Data)</b>
Use research-based practice and materials to improve student performance in Science to meet or exceed state performance levels, while eliminating the achievement gaps between subgroups.	Increase student exposure to science related literature by adding AR supported science books to the media center collection, by utilizing the student magazines Science Studies Weekly, Ranger Rick, Science World, and Current Science, and monitoring the teaching of curriculum (HH, GP, CC, TCM, TCC)	I-2 PO-2, 3	1, 2, 3, 5	1, 3	None	AR books, media budget, \$5,000, TI, Pre-K lottery funds, <b>Striving Readers, Facts4Me, Project Lead The Way, Mastering Chemistry, Mastering Physics</b>	Media specialist, school administrators, teachers	2006-2017	Books catalogued in media center, curriculum maps, and pacing guides	Circulation documentation, screener data, unit plans	Improvement in science test scores, screener scores

	Emphasize weekly review of process skills in science courses. (TCMS, TCC, BH)	I-2	1, 2, 3, 5	1, 3	Continued training in the use of resources in the new computer lab	None	School administrators, science teachers, department head, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2006-2017	TKES evaluations, unit plans, science fair performance, samples of student work	Classroom observations, unit plans	Improvement in science state scores, benchmark scores, improvement in performance assessments, increased percentage of state qualifiers in science related competitions
	Increase the use of student data to improve science skills through the use of All In learning benchmark tests <del>EASY-CBM</del> to evaluate long term understanding of standards. (GP, TCM, TCC, BH)	I-1, 2 C-3 A-1, 2, 3	1, 2, 3, 5	1, 3	None	All In learning, SLDS, T-IID, T-VIB, T-IIA, Special Education, \$5000	School administrators, science teachers, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2006-2017	Department review of benchmark results	Disaggregated benchmark results and analysis by science department	Improvement in science state scores, benchmark scores, improvement in performance assessments

	Facilitate consistent use of research-based learning strategies and the GSE by providing release time to create and update DOE units. (HH, GP, CC, TCM, TCC, BH)	C-1, 2, 3 I-1, 2	1, 2, 3, 5	1, 3	DOE Unit Writing, PL, T-IIA, T-VIB, T-IID, T-I, \$1,000	DOE Unit Template, Substitutes, PL, T-IIA, T-VIB, \$2,000	School administrators, department heads, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2006-2017	PL evaluations, unit plans in place, state test scores, benchmark scores	Unit plans, benchmark and state test scores	Unit plans, improvement in benchmark and state test scores
	Improve instructional strategies by providing PL in GSE. (HH, GP, CC, TCM, TCC, BH) Targeted literacy standards used to teach science	I-2, 3 C-2, 3 PL-2, 3	1, 2, 3, 5	1, 3	CCGPS GSE redelivery, T-I, T-IIA, T-VIB, PL, \$2,000, content specific literacy resources, Striving Readers	CCGPS GSE training materials, T-VIB, \$2500	School administrators, CCGPS GSE redelivery trainers, teachers, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2006-2017	Schedule of training, sign-in sheets, TKES evaluations, samples of assessments, science fair projects	Schedule of training, sign-in sheets, TKES evaluations	Improvement in science state test scores and benchmark tests, increase in percentage of finalists in science fair
	Continue to improve Science instruction by refining and monitoring the teaching of the curriculum (Unit Plans) K-12. (HH, GP, CC, TCM, TCC, BH). Increase instructional minutes devoted to Science (CC)	C-1, 2, 3	1, 2, 3, 5	1, 3	Unit plan, curriculum map, and pacing guide training. T-IIA, T-I, PL, T-VIB, \$2,000	PL, T-I, \$1,000	Associate Superintendent for Teaching and Learning, administration, teachers	2006-2017	Unit plans, curriculum maps, pacing guides, assessments aligned to the curriculum, samples of student work to include writing	Unit plans	Standards checklists, improvement in state test scores, benchmark scores, and improved screener results

	Increase the quality of instructional strategies and interventions by providing professional learning in 1. diagnosing difficulties, 2. planning and implementing research based strategies and interventions in reading, 3. progress monitoring, 4. GOFAR (HH, GP, CC, TCM, TCC, BH)	I-2, 3 C-2, 3 A-1, 2, 3 PL-2, 3	1, 2, 3, 5	1, 3	PL in all listed, (stipends, consultants) T-I, T-IIA, T-VIB, Sp. Ed, PL \$15,000, outside consultant for literacy strategies for teaching science	Science strategies.	School administrators, associate superintendent for teaching and learning, RTI coordinator, Coordinator of Elementary Curriculum, Coordinator of Secondary Curriculum	2013-2017	Professional learning evaluations, observations in classrooms, follow up in learning groups, student assessments aligned to reflect Georgia Milestones	TKES evaluations, performance on student assessments	Improvement evidenced on standardized test scores, and improved academic results for all students.
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	<p>Increase student exposure to hands-on science activities by implementing STEM science lessons, Project Lead The Way, offering Computer Science and coding classes (GP, CC, TCM, TCCHS) and by providing software including Links to Learning, Study Island, and USA Test Prep, distance learning activities, extra-curricular activities like LEGO league, Science Olympiad, robotics and science field trips. (HH, GP, CC, TCM, TCC, BH)</p>	<p>I-3 PO-3 SFC-1</p>	<p>1, 2, 3, 5</p>	<p>1, 3</p>	<p>None</p>	<p>Academic booster, T-VIB, local, 10,000 Facts4Me, Project Lead The Way, Mastering Chemistry, Mastering Physics</p>	<p>School administrators</p>	<p>2006-2017</p>	<p>Schedule of demos, TKES evaluations</p>	<p>Observations, student work, and number of students competing in science competitions</p>	<p>Improvement in performance assessments and science test scores, increased number of state finalists at competitions</p>
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<b>Performance Goal</b>	<b>Actions/Strategies/ Interventions or Programs</b>	<b>GSS</b>	<b>NCLB Goal#</b>	<b>IDEA Goal#</b>	<b>Professional Learning (Include funding source and cost)</b>	<b>Resources or Materials Needed (Include funding source, funding cycle and cost)</b>	<b>Person or Position Responsible for Monitoring and Evaluation</b>	<b>Timeline For Implementation (plan should include 2-3 years)</b>	<b>Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)</b>	<b>Monitoring of Intervention (Artifacts)</b>	<b>Evidence of Impact (Student Learning Data)</b>
Provide structured opportunities to adequately prepare students for success in middle and high school.	Continue to offer advanced curriculum options to high school students (AP, dual enrollment) TCCHS	C-2 I-3 PO-2, 3, 4 SFC-1 L-3 SC-1	1, 2, 4, 5	1, 3	PL	Local funds	School administrators, Coordinator of Secondary Curriculum	2006- 2017	Promotion rate, test scores, grades, pass rate	Written schedule, monitoring of curriculum map and pacing guides	Increase in pass rate, decrease in drop-out rate, increase in EOC scores and in number of students exceeding standards
	Utilize student planners to improve time management and foster goal setting and perseverance. (HH, GP, CC, TCM, BH, RC)	I-3 SFC-2 L-3 SC-1	1, 2, 4, 5	3	Organization of planners, no cost	Agenda books, local funding, \$10,000	School administrators	2006-2017	Observation of student use of planners, pass rate of classes	Anecdotal notes, parent survey, pass rate of classes	Increase in pass rate, decrease in drop-out rate, increase in EOC scores

	Continue the accelerated program of study (MERIT) to include middle school students (TCM, TCCHS)	C 1,2,3 A1 I 2,3 PL3, SC1	1,3,5	1,3	PL for workshops	PL for reading in the content area, stipends, Title VIB	Principals, Associate Superintendent for Teaching and Learning, Coordinator of Secondary Curriculum	2013-2017	Student test scores	Walk-throughs, TKES evaluations	Increase the number of HS students taking AP and post-secondary classes, improved SAT and ACT scores, involve more students in gifted and accelerated programs.
	Continue a modified schedule to offer remediation/acceleration courses, schedule students for targeted instruction during the school day. (HH, GP, CC, TCM, TCC, BH, RC)	C-2 A-3 PO-1 I-3	1, 2, 4, 5	1, 3	Professional learning in strategies and interventions	Resources for added classes, Textbooks Local funding, T-VIB, \$5,000	School administrators, teachers, leadership team, RTI coordinator	2006-2017	Number of dual diplomas, schedule of classes and number of students in each class, screener data	Schedule and roster of classes, monitored curriculum maps and pacing guides	Increase in state test scores and SAT scores, percentage of students exceeding standards on state tests.

Utilize TCC academic intervention plan, differentiation techniques, and alternate assessment strategies to support student learning and success. (TCC, BH)	A-1, 2, 3	1, 2, 4, 5	1, 3	Alternate assessment strategies, differentiation, T-VIB, PL, consultant fees, \$2,000, peer reviews of GAA, Go-IEP	RESA, T-VIB, \$2,000	School administrators, Director of Special Education, special education. lead teachers, and special education teachers	2006-2017	TKES evaluations, current IEP's in GoIEP	Anecdotal observation record, school report card	Increase in test scores (GHSGT, EOC) decrease in drop-out rate
Utilize guidance counselors and RTI teams to monitor at-risk students. (HH, GP, CC, TCM, TCC, BH)	C-2 A-1 SFC-1	1, 2, 4, 5	1, 3	Specialist training, DOE, no cost, RTI training by RTI coordinator	AIMS web, Google Forms	School administrators, system office, guidance counselors, RTI teams	2006-2017	Log of activities, RTI documentation, Easy-CBM universal screener results	Log of activities, drop-out documentation, fewer referrals to special ed.	Increase in test scores, Increase in pass rate decrease in drop-out rate
Offer SAT Saturday workshops, ACT afterschool program, and encourage use of SAT test preparation software. (TCC)	C-2 A-3 I-3	1, 2, 4, 5	1, 3	None	TCC Staff, Salaries of Saturday Instructors, Extended Learning, Local Funds, \$5,000	School Administrators, Coordinator of Secondary Curriculum	2006-2017	Number of students attending workshops, track use of preparation software	Number of students attending workshops, track use of preparation software	Increase in SAT scores

Increase career exploration opportunities for students	Develop on-going career portfolios and implement PREP (Preparing for Relevant Economic Pursuits) Academy in partnership with Southern Regional Technical College (TCM, TCC, BH)	SFC-1, 2, 3	4,5	1,3	None	SWGTC, Stay in School coordinator, substitutes for release time, portfolios, printing costs, GA 411, GADOE resources.	School administrators, guidance counselors.	2007-2017	Schedule of meetings and activities.	Student portfolios, PREP Academy application.	Increase in graduation rate and decrease in drop-out rate.
	Workforce initiative to place students into job shadowing internships. (BH)	SFC-1, 2, 3	4, 5	1, 3	None	Workforce initiative grant at BH.	Workforce initiative grant program staff at BH.	2015-2017	Provide training and workforce skills and opportunities to begin careers	Grant required software and documentation.	Improved job placement rate for students at Bishop Hall.
	Improve graduation rate for SWD by implementing Project CHOICE, and Project SEARCH (TCCHS)	SFC-1,2,3	4, 5	1, 3	None	Title VIB-Spec. Ed.	Project Choice teacher and Project Search teacher, Special Ed. Director	2013-2017	Graduation rate	Record of job placement	Increased graduation rate, decreased drop-out rate, post-secondary survey results.

**Annual Measurable Objective(s):**  
 Increase the high school **graduation rate**.

<b>Graduation Rate</b>	<b>All Students</b>	<b>Black</b>	<b>White</b>	<b>Econ. Disadvantaged</b>	<b>SWD</b>
2012	72.9%	68.4%	75.5%	67.2%	35.7%
2013	75.3%	72.4%	76.7%	77%	41.5%
2014	75.8%	72.9%	77.4%	87%	47.4%
2015	85.9%	86.0%	86.2%	78.4%	62.5%
2016					

**\*\*The procedure for calculating the graduation rate has changed under the College and Career Readiness Performance Index (CCRPI) school and district accountability system. The graduation rates for the 4 year cohort that graduated in the Spring of 2016 has not yet been published by the Georgia Department of Education. Results are anticipated in the January of 2017.**

**Annual Measurable Objective(s):**

Increase the probability that learning environments will be safe, drug-free, and conducive to learning; that parents and community will be involved in schools; that attendance rates will increase; and that childhood obesity will decrease.

**Student Average Yearly Attendance**

Schools	2012	2013	2014	2015	2016
HH	95.4%	94.9%	94.9%	94.8%	81%
GP	96.5%	95.7%	96.1%	96.3%	90.7%
CC	97.1%	96.4%	96.6%	96.4%	84.3%
TCM	95.2%	95.3%	95.5%	95.7%	73.0%
TCC	92.4%	94.3%	94.9%	93.8%	67.4%
Bishop Hall				95.0%	69.0%
Renaissance Center	N/A	N/A	N/A	95.1%	91.3%

**Percent of students with more than 15 days absent**

Schools	2012	2013	2014	2015
HH	11.91	12.8	13.9	12.3%
GP	5.3	11.1	7.9	9.1%
CC	2.8	6.2	5.2	7.4%
TCM	13.6	13	12.7	11.5%
TCC	23.7	20.6	15.8	14.3%
Bishop Hall	31%	31.9%	8.9%	12.4%
Renaissance Center	N/A	N/A	N/A	7.9%

**Beginning in the 2015-2016 school year, The GADOE began reporting percent of students with more than 6 days absent**

Schools	2016	2017	2018	2019	2020
HH	40.4%				
GP	58.6%				
CC	57.3%				
TCM	49.1%				
TCC	45.9%				
Bishop Hall	82.2%				
Renaissance Center	62.3%				

**Business Education Exchange abbreviation = B.E.E.**

<b>Performance Goal</b>	<b>Actions/Strategies/ Interventions or Programs</b>	<b>GSS</b>	<b>NCLB Goal#</b>	<b>IDEA Goal#</b>	<b>Professional Learning (Include funding source and cost)</b>	<b>Resources or Materials Needed (Include funding source, funding cycle and cost)</b>	<b>Person or Position Responsible for Monitoring and Evaluation</b>	<b>Timeline For Implementation (plan should include 2-3 years)</b>	<b>Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)</b>	<b>Monitoring of Intervention (Artifacts)</b>	<b>Evidence of Impact (Student Learning Data)</b>
Provide a safe, supportive environment where students gain knowledge, skills, and positive values that promote continuous learning.	Continue <i>I Can Problem Solve</i> program, PBIS, and Conscious Discipline. (HH, GP, CC)	I-2, 3 PO-4 SC-1, 2	4	3	ICPS training for new staff, no cost	None	School administrators	2006-2017	Discipline referrals, staff perception survey	State discipline report	Decrease in discipline referrals
	Improve the safety of students by designating stations where teachers must stand/sit during outside time (HH, GP, CC, TCM)	PO-4 SC-2	4	3	None	None	School administrators, teachers	2008-2017	Monitor stations	Station assignment sheet	Decrease in number of injuries/referrals during outside time

	Improve student discipline and teacher support by providing behavior interventionist (HH, GP, CC, TCM, TCCHS)	SC-1, 2	4	3	None	Teacher salary	Administrators	2007-2017	Documentation of services	List of students and documentation of response to interventions	Decrease in discipline referrals
	Continue GREAT program. (TCM)	I-2 SC-1 PO-4	4	3	None	Sheriff's department, health teachers, no cost – no funds from T-IV used	School administrators, school resource officer	2006-2017	Discipline referrals	State discipline report	Decrease in discipline referrals
	Continue to employ school resource officers. (TCM, TCCHS, BH, RC)	PO-3, 4	4	3	None	Sheriff's department	System office, school administrators	2006-2017	Documentation of services and reports, number of expulsions	Documentation of services and reports, number of expulsions	Decrease in discipline referrals and expulsions
	Revise school-wide discipline plans to include RTI (HH, GP, CC, TCM, TCC, BH, RC)	PO-4 L-3 SC-2	4	3	Conscious Discipline; Terry Alderman's Discipline Strategies, PL, T-IIA, T-VIB, \$10,000, Local training on FBAs and BIPs	Discipline resource books, T-IIA, PL, \$500	School administrators, discipline committee, leadership teams	2006-2017	Discipline referrals	State discipline report	Decrease in discipline referrals

	Continue Teachers as Advisors (TAA) program. (TCMS, TCC, BH)	PO-4 L-3 SC-2 SFC-1	4	3	PL for TAA	Counselors, PL, Title VIB, Title I	Counselors, school administrators	2006-2017	Discipline referrals	State discipline report	Decrease in discipline referrals
	Continue GEMA approved school safety plans at each school. (HH, GP, CC, TCM, TCC)	PO-4	4	3	Periodic review of procedures, ongoing training of staff	None	School administrators, SRO	2006-2017	Monthly fire drills, yearly tornado and intruder drills.	Safety plan	Results of practice drills
	Implement a comprehensive Guidance program at each school. (HH, GP, CC, TCMS, TCCHS, BH, RC) Implement supplemental counseling program to improve student decision making (TCMS, RC) Implement Habitudes program. (BH, RC)	SFC-3	4	3	GCIS (TCMS, TCCHS, BH, RC)	Local providers, Lisa Williams, no cost  Local Mental Health Agencies	Assistant Superintendent for Student Services, counselors	2006-2017	Schedule of meetings and services	Review of services Classroom guidance, Career plans, individual and group guidance sessions	Improvement in quality and timelines of student services documented in SSTs

	Collaborate with local treatment providers through student support services network meetings. (HH, GP, CC, TCM, TCC, BH, RC)	SFC-3	4	3	None	Local providers, Lisa Williams, no cost	Assistant Superintendent for Student Services, counselors	2006-2017	Schedule of meetings and services	Review of services	Improvement in quality and timelines of student services documented in SSTs
	Train new staff in non-violent physical crisis intervention and first aid (HH, GP, CC, TCM, TCC), train certified staff annually	PO-4 SC-2	4	3	CPI training, no cost, CPI Train the trainers \$6,000 biannually	Assistant superintendent for Student Services, RESA, no cost, first aid books and nurses, \$1500 per school	Assistant Superintendent for Student Services, school administrators, counselors, trained staff, SRO, director of special education	2006-2017	Roster of trained staff	Roster of trained staff	Use of skills documented by school
Reduce use of alcohol and drugs by students.	Continue Alcohol Drug Awareness Program (ADAP) at TCCHS. (TCCHS, BH, RC)	I-2 SC-1 PO-4	4	3	None	Health teachers, no cost	School administrators	2006- 2017	Georgia School Health Survey	Georgia School Health Survey results	Reduction in use of drugs and alcohol as reported in discipline referrals and GA School Health Survey

	Continue DARE program. (TCM)	I-2 SC-1 PO-4	4	3	None	Sheriff's department, health teachers, no cost – no T-IV funds used	School administrators, school resource officer	2006-2017	Georgia School Health Survey	Georgia School Health Survey results	Reduction in use of drugs and alcohol as reported in discipline referrals and GA school Health Survey
	Continue K-12 drug education curriculum. (HH, GP, CC, TCM, TCC, BH, RC)	I-2 SC-1 PO-4	4	3	None	Health teacher, no cost	School administrators	2006-2017	Georgia School Health Survey	Georgia School Health Survey results	Reduction in use of drugs and alcohol as reported in discipline referrals and GA School Health Survey
Promote environments conducive to learning by increasing participation in parental and community involvement events by 3%	Continue classroom parent activities and workshops along with participation in community and school-wide events, including migrant PAC. (HH, GP, CC, TCM, TCC, BH, RC)	SFC-1, 2, 3	4	3	None	Printed press releases, supplies for workshops, T-I, Pre-K Fund, RC grant	School administrators, Director of Federal Programs, Assessment and Accountability, parent involvement coordinators, migrant and ESOL staff.	2006-2017	Schedule of workshops and number of attendees, number of participants in community events	Schedule of workshops and number of attendees, number of participants in community events	Increase in parent involvement in school events

	Improve communication and collaboration between the schools and community by continuing the Business and Education Exchange Program and communicating the system and school visions, missions, and SIPs (BEE). (HH, GP, CC, TCM, TCC, BH)	SFC-1, 3	4	3	T-I, T-IIA, PL, \$3,000	Printed press releases, end of year partner recognitions and luncheons, T-I, Chamber of Commerce, \$1,000	B.E.E. Coordinator, School B.E.E. reps	2006-2017	Agendas of meetings, number of B.E.E. partners, and documentation of activities	Agendas of meetings, number of B.E.E. partners, and documentation of activities	Increase in B.E.E. activities and reciprocal services between schools and businesses
	Increase student knowledge of jobs and services in our community and involve businesses in the educational process by hosting transportation, health, and career fairs. (HH, GP, CC, TCM, TCC, BH)	SFC-1, 3	4, 5	3	None	Printed press releases, no cost	School administrators, counselors, B.E.E. school reps	2006-2017	Number of participants in fairs	Documentation of events and participants	Increase in participants

	Teach character education and build community relations through nursing home visits. (HH, GP)	SC-1, 2 SFC-1, 3	4, 5	3	None	Leadership team, local funds, \$250	Leadership team	2006-2017	Number of visits and number of students participating	Documentation of events and participants	Increase in participants
	Continue to employ parent involvement coordinators to facilitate parent activities. (HH, GP, CC, TCM, BH, RC)	SFC-1, 2, 3	4	3	None	Parent coordinator salaries, Title I	Director of Federal Programs, Assessment and Accountability, school administrators	2006-2017	Regular meetings, monthly reports of responsibilities and activities conducted	Agendas, monthly reports, and parent surveys	Increase in parent involvement and satisfaction
	Improve communication with parents by creating and distributing parent information in language pursuant to family needs, a mass communication system, and updating system and school websites. (HH, GP, CC, TCM, TCCHS, BH, RC)	SFC-1, 2	4	3	Provide training in system and provide translator for second language families as needed, \$20,000 and teacher supplement, T-I part C, T-VIB, PL, Local	TransAct program, printed press releases, One Call Now, Title III Consortium	School administrators, counselors, leadership teams, office staff, superintendent	2006-2017	Number of press release items, use of mass system	Printed communication, parent survey, list of notices distributed by phone	Increase in parent involvement

	Conduct student led conferences to improve student self-assessment and increase parental involvement (HH)	I-1, 3 SFC-1, 2 SC-1	4	3	Provide training for teachers for conducting effective parent conferences. no cost	Counselors, assistant superintendent for student services, associate superintendent for teaching and learning, no cost	Instructional technology specialists, school administrators	2006-2017	Teacher and parent surveys, anecdotal notes about conferences	Teacher and parent surveys, anecdotal notes about conferences	Increase in the number of parents participating
Decrease student absences.	Highlight average daily attendance (ADA) for each classroom on a regular basis. Provide attendance incentives, and regular parent contact concerning student absences. (HH, GP, CC, TCM, TCC, BH)	PO-2 SFC-1, 2	4	3	None	None	School administrators, leadership team, Assistant Superintendent for Student Services, and parent involvement coordinators	2006--2017	Review ADA with leadership team, teachers and parents on a regular basis	Documentation of ADA throughout the year	Decrease in student absences
Encourage healthy eating habits and structured physical activity.	Continue system wellness board policy (system wide), Health M Powers (GP, CC, TCM, TCCHS)	Sc-1. 2 SFC-2 I-2	4	3	None	None	Wellness committee, system staff, school administrators, assistant superintendent for student services	2006-2017	Documentation of school improvement plan wellness goals, agendas from wellness committee meetings	Documentation of school improvement plan wellness goals, agendas from wellness committee meetings	Reduction in health related absences and decrease in number of obese students

	Host health fairs and other events that focus on healthy eating habits and health related illness prevention. (HH, GP, CC)	I-2 SC-1 SFC-1, 2	4	3	None	Healthy snacks, \$1,000 each school, Principals' Accounts	Health and PE Teachers, Nutrition Dept., Parent Involvement Coordinator	2006-2017	Policy in place	Snacks served	Reduction in obesity
	Provide aligned Health and PE resources by reviewing Health and PE textbooks and curriculum in K-12. (HH, GP, CC, TCM, TCC) Follow a healthy habit snack policy for staff and students. Implement pre-and post tests student learning objectives in Health and PE classes (pre-and post tests) (HH, GP, CC, TCM, TCC, BH, RC)	C-2, 3 PO-2, 3 I-2	1, 2, 3, 5	1, 3	PL, \$800	no cost	PE instructors, health teachers, school administrators, associate superintendent for teaching and learning, Department heads, textbook committee, teachers, school nurse, nutrition department.	2010-2017	Improvement in health and PE skills	Improvement in health and PE skills	Improvement in health and PE skills as evidenced by student performance on Fitnessgram

	Provide breakfast and lunch at no cost for all students including breakfast served in the classroom for students in Pre K-12. (HH, GP, CC, TCM, TCCHS, BH, RC)	I-2 C-2 SC-1 SFC-1, 2	4	3	None	Nutrition press releases, principals' accounts, local funds, PTO, \$700 per school	Nutrition department	2006-2017	Monitor # of students eating breakfast and lunch	Documentation of number of students eating breakfast and lunch at each school	Reduction in obesity and decrease in student and staff absences
	Encourage nutrition education across the curriculum through a variety of school-wide media sources. (HH, GP,CC, TCM, TCCHS, BH, RC)	I-2 SC-1 SFC-1, 2	4	3	None	None, Health M Powers (TCM)	Health and PE teachers, nutrition department	2006-2017	Monitor events collect media sources generated	List of events and number of participants, collect media sources generated	Reduction in obesity and decrease in student and staff absences

	Increase the amount of physical activity for students and staff by providing structured opportunities and additional facilities and staff for physical exercise. (HH, GP, CC, TCM, TCC, BH, RC)	I-2 SC-1, 2	4	3	None	PE Classes and Teachers at every school; "Buzz Walks" (HH), Family Fitness Festival (GP); Jump Rope for Heart (CC), Fuel up to Play 60, Hoops for Heart, Community races (TCM), Field Day (TCM), "Walk Across the US" and intramurals (TCC); CDs for HH classes, T-VIB, \$700 (for CDs), \$10,000 local maintenance funds	PE and Health teachers, school administrators, school nurses	2006-2017	Monitor the number of obese students and obesity related illnesses and absences	Number of visits to school nurse related to obesity	Decrease in student absences,  Fitnessgram results
Decrease staff absences	Improve staff attendance by recognizing teachers with perfect attendance (HH, GP, CC, TCM, TCC, BH, RC)	SC-1 SFC-1 PO-2 SFC-1, 2	4	3	None	Principals' accounts and local funds, \$2000 per year	Assistant principals	2008-2017	Monitor number of teacher absences on a monthly basis	Documentation of attendance throughout the year	Increase in state test scores and decrease in teacher absences

**Annual Measurable Objective(s):** All students will be taught by highly qualified teachers.

Hi Q Teachers

School Year	School Type	% Highly Qualified	% Not Highly Qualified
2011-2012	Title I Schools	100	0
	Non-Title I Schools	100	0
2012-2013	Title I Schools	100	0
	Non-Title I Schools	100	0
2013-2014	Title I Schools	100	0
	Non-Title I Schools	100	0
2014-2015	Title I Schools	100	0
	Non-Title I Schools	99.97%	0.03%
2015-2016	Title I Schools	100	0
	Non-Title I Schools	99.48%	0.52%

Hi-Q Paraprofessionals

School Year	School Type	% Highly Qualified	% Not Highly Qualified
2011-2012	Title I Schools	100	0
2012-2013	Title I Schools	100	0
2013-2014	Title I Schools	100	0
2014-2015	Title I Schools	100	0
2015-2016	Title I Schools	100	0

Performance Goal	Actions/Strategies/ Interventions or Programs	GSS	NCLB Goal#	IDEA Goal#	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source, funding cycle and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Recruit, hire, and retain <b>highly qualified fully certified</b> teachers and paraprofessionals	Continue to use and expand online application process. Attend job fairs. Monitor all new hire <b>certification Hi-Q</b> status. (System-wide)	L-3, 1	3	3, 4	GASPA conferences and workshops, Title I and IIA conferences and workshops, \$2000	Recruitment fees, materials, travel and registration; T-IIA, \$2,000	Human Resource specialist, principals, Superintendent	2006- 2017	Highly Qualified report	Applicants, job postings, job fair attendance and number of contacts from job fairs	% positions filled with <b>highly qualified and fully certified</b> teachers
Maintain 100% of exceptional education teachers who are <b>highly qualified fully certified</b> .	Advise teachers on a regular basis regarding coursework and GACE needs to become <b>highly qualified fully certified</b> . Provide financial support for GACE exams. Monitor placement in teaching assignments.	PL-1, 2, 3 I-3	3	3, 4	Behavior management, inclusion strategies, differentiated instruction, GACE study sessions, required coursework advisement, no cost	Funds for GACE study guides, T-IIA, \$150	Principals, system leadership	2006-2017	Monitor <b>Hi-Q Certification status</b> and coursework	Number of GACE exams taken, teacher assignments	% Special Education teachers <b>highly qualified and fully certified</b> and % GACE exams passed

Increase the percentage of all teachers who are highly qualified fully certified	Complete remediation plan for every non-highly qualified fully certified teacher and each core academic content teacher who does not hold a clear renewable certificate.	PL-3	3	1, 3	TAPP, college coursework	Title IIA, \$12,000	System leadership, human resource specialist	2011-2017	Progress toward certification	Certification documents, remediation plans	Student performance data
Use class size reduction model to enhance student achievement	Provide CSR teachers (GP, CC, TCM, BH) hire class size reduction teachers at Title I schools to reduce student teacher ratios and increase opportunities for more individualized instruction.	PO-3	1	1,3	Title I, Title IIA, \$700, Achievement Series, All In Learning, SLDS	Title I, Title IIA \$766,247	Principals, system leadership	2011-2017	Student achievement data; school achievement goals	Benchmarks, unit plans, achievement test scores	Achievement results

Maintain highly qualified fully certified administrators	Provide PL learning for administrators; train ALL administrators and teachers on Teacher Keys Evaluation System (TKES) and Leader Keys Evaluation System (LKES), SLDS, and CCRPI	PO-1, 2 L-2 PL-3	3	3, 4	T-IIA, \$3200, RT3-SLO	T-IIA, \$2700 RT3-SLO	System leadership, Associate Superintendent for Teaching and Learning, school administration	2006-2017	Staff ratings on TKES and LKES	Share helpful hints	Staff ratings on TKES and LKES
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## LEA Technology Implementation Plan for Thomas County Schools- 2015-2017

Name of System                      School Year

**Identified Goals for Improvement:** LEAs must develop actions/strategies/interventions or programs for each of the five NCLB performance goals and the four IDEA performance goals listed below. LEAs may add additional LEA performance goals that cannot be addressed in one of the goals below. You may also add additional system goals as applicable.

**NCLB Performance Goal 1:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**NCLB Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

**NCLB Performance Goal 3:** All students will be taught by highly qualified teachers.

**NCLB Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.

**NCLB Performance Goal 5:** All students will graduate from high school.

**IDEA Performance Goal 1:** Improve post-school outcomes for students with disabilities.

**IDEA Performance Goal 2:** Improve services for young children (ages 3 – 5) with disabilities.

**IDEA Performance Goal 3:** Improve the provision of a free and appropriate public education to students with disabilities.

**IDEA Performance Goal 4:** Improve compliance with state and federal laws and regulations.

**Annual Measurable Objective(s):** To provide increased access and use of technology as a learning tool for students and staff to help improve instruction and student achievement for ALL students in all content areas in grades K-12.

- Review quarterly available software and web-based resources (beginning August 2006 and continuing through 2017); updated district web site.
- Technology staff creates annual class rosters for OAS and Achievement Series-All in Learning

Performance Goal	Actions/Strategies/ Interventions or Programs	GSS	NCLB Goal#	IDEA Goal#	Professional Learning (Include funding source and cost)	Resources or Materials Needed (Include funding source, funding cycle and cost)	Person or Position Responsible for Monitoring and Evaluation	Timeline For Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Increase parent knowledge of school-based technological tools	Post on the district web site (www.thomas.k12.ga.us) a list of approved software and web-based resources available for classroom instruction. Maintain district and school web sites for access by parents and community stakeholders (Tech goal 5)	SFC-1. 3	1, 2, 5	3	None	Technology staff, local funds for website hosting, (School Pointe)	Technology staff, school administrators, director of instructional technology	2012-2017	Inventory, number of hits 10% increase in use of websites annually	Inventory of software, log of use of software records of website visits documented	<del>Number of hits on website.</del> Documentation in teacher lesson plans. Classroom observation.
	Continue and expand the use of Infinite Campus Parent Portal. Provide written instructions for use of parent portal. (Tech goal 5)	I-3 SFC-1, 3	1, 2, 5	3	Information communicated to parents at PTO meetings and open house	Assistant Superintendent for Student Services, student information system coordinator	Assistant Superintendent for Student Services, SIS coordinator	2012-2017	Number of registered parents  Number of hits by parent	Parent registration forms housed in SIS coordinator's office	<del>Number of hits on website</del>  Parent feedback

	Continue to provide site-based instructional technology specialists to provide support for teachers and students with technological skills (HH, GP, CC, TCM)	I-1, 2, 3 PO-1, 2 L-1, 3	1, 2, 5	3	None	Salaries, T-I	School principals	2012-2017	Survey of staff	Student portfolios of student technology projects and coach logs	Student proficiency in using technology tools
	Use server-based software and online programs to track student improvement and increase Georgia Milestones EOG, and EOC scores. Software includes, but is not limited to, Brain Pop, Reading Eggs, Study Island, Education City, USA Test Prep, Renaissance Learning products, All in Learning, OAS/GOFAR, SLDS, etc. (Tech Goal 3)	SFC-1, 2	1, 2, 5	3	Staff from each school and technology department attend annual state training sessions for OAS/GOFAR, SLDS, and SAT online DIBELS, Dibels Math, SRI, PPVT-4, IKAN, GLOSS, Kuta Math, Sanako (spanish)	Annual dues to maintain software paid by federal funds and local funds. Some applications such as OAS/ GOFAR, and SLDS are provided by GaDOE	Technology staff, teachers, media specialists, director of instructional technology, school principals, Assistant Superintendent for Finance and Operations	2012-2017	OAS/GOFAR tests developed log: logs of other preparation software use, SLDS usage	Technology Staff evaluates usage of all software annually	State Usage reports State-mandated test scores SAT scores

Increase internet access, use and speed in the schools (Technology Plan Goal 1)	Continue to contract with CNS to provide 1 GB service to the schools. Continue to utilize AT&T bandwidth provided tby the state. Continue upgrades at HH, TCMS, and TCCHS.	C-2 SFC-3	1, 2, 5	3	Technology staff in each school will assist teachers and students in locating Internet resources, no cost	Thomas County Schools qualifies for 80% discount with E-Rate. Telecommunications is funded 80% by E-Rate and 20% by General Funds if approved	Technology Staff	2012-2017	Service available in schools. All schools have wireless coverage for 100% of the facility by FY2014	Teacher lesson plans, instructional technology specialists logs, student use of technology daily in the classroom	Student work, increased participation in student technology fairs
	Upgrade electronics to meet 1 GB Internal speed of network at TCCHS; update aged switches and cabling in schools, maintain network infrastructure. (All schools) (Tech goal 1) Continue upgrades at HH, TCMS, and TCCHS.	PO-2, 3	1, 2, 5	3	None	Thomas County Schools qualifies for 80% discount with E-Rate. Electronic upgrades are funded 80% by E-Rate and 20% General Fund if approved	Technology staff	2012-2017	Service available in schools switches at all locations <del>should be</del> were updated to gigabit switches by FY2015. Cabling at Cross Creek and Garrison-Pilcher <del>should be</del> were replaced by FY2015.	Increased network speed within TCCHS	More efficient access to software programs and Internet

Increase use of Interactive Distance Learning (IDL)Technology	Increase the use of Interactive Distance Learning in the schools.	I-1, 2, 3 PO-4	1, 2, 5	3	CNS staff have trained instructional technology specialists and media specialists in the use of IDL. Weekly emails are received from CNS staff of IDL sites to visit. No cost	Thomas County Schools uses general funds	Technology staff, media specialist	2012-2017	Website with IDL postings as well as an offline catalog. Media specialist logs of sites visited.	Student writing about IDL visit.	Student writing and documentation in teacher lesson plans
Provide hardware and software that contributes to reducing the digital divide.	Upgrade hardware to support all academic programs and interventions	I-1, 2, 3 PO-1	1, 2, 5	3	None	Technology, T-VIB, general fund, <b>ESPLOST</b>	Technology staff	2012-2017	Hardware upgraded	Technology Staff	Use of academic software
	Upgrade software to support all academic programs and interventions	C-3 I-1, 2, 3	1, 2, 5	3	Software training as needed, PL, T-I, T-IID, T-VIB, \$2,000, <b>Clever, Gaggle, Soft Chalk, School Pointe</b>	Annual support costs of software upgrades and maintenance, PL, T-VIB, \$10,000	Associate Superintendent for Teaching and Learning, Assistant Superintendent for Finance and Operations, and director of technology	2012-2017	Software in place	List of software	Use of academic software, state test scores

<p>Create 21<sup>st</sup> Century Learning Environments  <b>Goal Met</b></p>	<p>Increase the number of classrooms using sound field technology, projectors, interactive response systems, interactive white boards, tablets, Etc.  (Tech goal 2)</p>	<p>C-2  I-2,3  A-1,  2</p>	<p>1, 2,  5</p>	<p>3</p>	<p>Train the trainer method with instructional technology specialists who then redeliver to teachers</p>	<p>Goal Met FY14.  Projectors, Mounting Brackets &amp; Screens  Cost \$1799.00 per unit  3 classrooms per year, T-VIB, General Fund.  Sound Field Technology  Cost \$1143.00 per unit  3 classrooms per year, T-VIB, General Fund.  Interactive Response Systems  Cost \$1963.00, 3 classes per year, , T-VIB, General Funds</p>	<p>Technology staff</p>	<p>2012-2016</p>	<p>Monitor usage of technological tools</p>	<p>Teacher lesson plans and student portfolios</p>	<p>Performance-based assessment. Analysis of student test data comparing students in 21<sup>st</sup> century classrooms vs. students not in 21<sup>st</sup> century classrooms.</p>
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<p>To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.</p>	<p><b>Requirement Waived by GADOE July 2016</b></p> <p>TCS will continue the definition, criteria, and assessment for the 8<sup>th</sup> grade Technology Literacy Proficiency Testing.</p>	<p>A-1, 2,3 C-3</p>	<p>1, 2, 5</p>	<p>3</p>	<p>Training for test administrators as needed, no cost</p>	<p>Assessment development and reproducible costs, \$3500.00,</p>	<p>TCMS principal and instructional technology specialists, assistant superintendent of student services</p>	<p>2012-2016</p>	<p>Assessment in place</p>	<p>State reporting of the following items:- Method of assessment used by the school district to determine mastery and competency: -Number of students assessed on 8th Grade Tech Literacy skills. -Number of students who achieved mastery and competency on 8th Grade Tech Literacy skills.  Number of students who were NOT assessed on 8th Grade Tech Literacy skills</p>	<p>Improvement in technology literacy skills</p>
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	Provide access for Virtual-school students to K-12 online learning program, Ga Virtual School, A+, Desire 2 Learn, <b>Odysseyware</b> and Ga Virtual School Credit Recovery. (Tech goal 1)	A-1, 2, 3 C-3	1, 2, 5	3	PL, stipends, parent informational meeting	State and Local Funds, grants	Assistant Superintendent for Student Services, Principal of Bishop Hall	2012-2017	Parent surveys, FTE reports, attendance	Ongoing... Implement for grades K-5 by FY13 and grades 6-12 by FY 14	Annual review of FTE and attendance data
	Maintain annual subscriptions for content and spam filtering software, email archiving software, and anti-virus/anti-spyware software (Tech goal 1)	A-1, 2, 3 C-3	1, 2, 5	3	PL	Local funds annually	Assistant Superintendent for Finance and Operations, technology implementation coordinator	2012-2017	Software provided	Reports created by applications and weekly updates	100% use of application for system use
	Update aged data and application servers (Tech goal 1)	A-1, 2, 3 C-3	1, 2, 5	3	None	SPLOST	Assistant Superintendent for Finance and Operations, Director of Technology	2012-2017	All servers less than 5 years old by 2015 Goal continued	Annual technology inventory	All servers less than 5 years old by 2015
	Maintain wireless access(Tech goal 1)	A-1, 2, 3 C-3	1, 2, 5	3	None	SPLOST	Assistant Superintendent for Finance and Operations, Technology Director	2012-2017	Goal continued. All schools will have wireless coverage for 100% of the facility by FY2014	Annual technology inventory	All schools will have wireless coverage for 100% of the facility by FY2014

	Seek e-Rate funding to provide and maintain LAN/WAN, robust enough to handle streaming video, voice over IP, and distance learning applications. (Tech goal 1)	A-1, 2, 3 C-3	1, 2, 5	3	None	Contingent upon 80% e-Rate funds and 20% local funds annually	Assistant Superintendent for Finance and Operations	2012-2017	Awarding of eRate funds on an annual basis for high speed Internet access	All classrooms will have high speed access to online resources annually	Improved communication and improved student achievement
	Increase the number of updated, modern computers in the classrooms and other technology devices. Work toward a one to one device program in grades 5-12. (TCMS, TCCHS, BH, RC) (Tech goal 1)	A-1, 2, 3 C-3	1, 2, 5	3	None	SPLOST, Grants	Technology Director, school principals	2012-2017 Ongoing  One-to-one initiative 2015-2020	10% increase each year	Annual technology inventory	Improved student achievement
	Increase the number of wireless, mobile technology devices such as laptop labs and tablets. (Tech goal 1)	A-1, 2, 3 C-3	1, 2, 5	3	None	SPLOST, Grants	Technology implementation coordinator, school principals	2012-2017 Ongoing	10% increase each year	Annual technology inventory	Improved communication and improved student achievement

	Increase teacher use of webpages to post instructional materials, assignments, blogs, etc. (Tech goal 1)	A-1, 2, 3 C-3	1, 2, 5	3	PL Google Aps for Education, School Pointe, Soft Chalk	software and professional learning costs	Director of instructional technology, school principals, instructional technology specialists	2012-2017 Ongoing	Goal Met in FY13. All teachers will have a webpage by FY2013	Website evaluations	Improved communication and improved student achievement
	Provide access to Virtual-school students to K-12 online learning program, Ga Virtual School, A+, Aventa, Desire 2 Learn, Oddesseyware and Georgia Virtual School Credit Recovery. (Tech Goal 2)	A-1, 2, 3 C-3	1, 2, 5	3	Parent information meetings	State and Local Funds	Assistant Superintendent for Student Services	2012-2017 Ongoing	FTE reports, attendance	Provide 100% access	FTE reports, attendance
	Utilize software to disaggregate data for the purpose of differentiating instruction and increasing student achievement. All In Learning for benchmark testing (Tech goal 3)	A-1, 2, 3 C-3	1, 2, 5	3	PL	Title funds, local funds	Director of Federal Programs, Assessment, and Accountability, school principals, teachers	2012-2017	Disaggregated data will be given to teachers for students in their classrooms each year, SLDS.	Increase in test scores	Increase in test scores

	Provide teacher training on software and new technology devices (Tech goal 3)	A-1, 2, 3 C-3	1, 2, 5	3	Annual teacher training	Title funds, local funds	School principals, director of instructional technology, instructional technology specialists	2012-2017	School principal will monitor use of software and technology devices	Increase in test scores	Increase in test scores
	Provide training for SIS, finance, and special education software (Tech goal 4)	A-1, 2, 3 C-3	1, 2, 5	3	Annual teacher training	Title funds, local funds	Assistant Superintendent for Finance and Operations, directors of instructional technology, and special education	2012-2017	Administrators and teachers utilize software to maintain students records	Annual training on all software for teachers and administrators	Improved student achievement
	Provide access to and training on the State Longitudinal Data System (SLDS) for all staff (Tech Goal 4)	A-1, 2, 3 C-3	1, 2, 5	3	Annual teacher training	No cost	Associate Superintendent for Teaching and Learning, Assistant Superintendent for Student Services, director of instructional technology	2012-2017	Usage reports from GaDOE	100% access to state website through SIS for school staff	Targeted improvement of student learning

	Goal continued Provide updated devices for administrative use (Tech goal 4)	A-1, 2, 3 C-3	1, 2, 5	3	PL	SPLOST	Assistant Superintendent for Finance and Operations, technology implementation coordinator	2012-2017	Monitor usage of handheld applications such as teacher evaluations	100% of administrators will have handheld devices	Improved feedback and communication will improve student achievement
	Provide continued communication with parents and staff concerning announcements and attendance through our mass communication system, Facebook, and Twitter. (Tech goal 5)	A-1, 2, 3 C-3	1, 2, 5	3	PL	Local and title funds for calling system  No cost for social networking	Director of Federal Programs, Assessment and Accountability, school principals	2012-2017	Monthly, all schools send out calls and post announcements online	Monitor call log from calling system software and posts on social networking	Improved parent involvement rates