LEA Implementation Plan for <u>**Thomas County Schools**</u>   ~~2012~~-2013-<mark>2014</mark>

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 can not be addressed in one of the goals below. You may also add additional system goals as applicable.

NCLB Performance Goal 1: By 2013-2014, 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):
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%

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 50th percentile.

Grade	Year	All students	Black	White	SWD
1 (ITBS)	2011	54%	43%	59%	N/A
	2012	73%	65%	77%	28%
	2013	46%	35%	53%	21%

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)	2011	86%	75%	90%	65%
	2012	86%	77%	90%	66%
	2013	78%	72%	81%	46%

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

Grade	Year	All students	Black	White	SWD
1 (State AMO 78.18%)	2008	88%	79%	92%	69%
(State AMO 81.82%)	2009	85%	77%	89%	70%
(State AMO 73.3%)	2010	89%	85%	92%	68%

(State AMO 86.7%)	2011	Not Assessed	Not Assessed	Not Assessed	Not Assessed
	2012	Not Assessed	Not Assessed	Not Assessed	Not Assessed
	2013	Not Assessed	Not Assessed	Not Assessed	Not Assessed
2 (State AMO 78.18%)	2008	86%	79%	88%	68%
(State AMO 81.82%)	2009	89%	76%	96%	68%
(State AMO 73.3%)	2010	91%	84%	96%	60%
(State AMO 86.7%)	2011	Not Assessed	Not Assessed	Not Assessed	Not Assessed
	2012	Not Assessed	Not Assessed	Not Assessed	Not Assessed
	2013	Not Assessed	Not Assessed	Not Assessed	Not Assessed
3 (State AMO 78.18%)	2008	85%	74%	90%	65%
(State AMO 81.82%)	2009	89%	81%	93%	72%
(State AMO 73.3%)	2010	92%	89%	94%	81%
(State AMO 80.0%)	2011	94%	89%	97%	89%
(State AMO 86.7%)	2012	95%	88%	96%	94%
	2013	==91%==	==84%==	==94%==	==73%==
4 (State AMO 78.18%)	2008	88%	77%	93%	74%
(State AMO 81.82%)	2009	86%	73%	91%	70%
(State AMO 73.3%)	2010	89%	85%	91%	69%
(State AMO 80.0%)	2011	91%	78%	97%	75%
(State AMO 86.7%)	2012	95%	93%	97%	80%
	2013	==97%==	==94%==	==97%==	==87%==
5 (State AMO 78.18%)	2008	84%	74%	90%	55%
(State AMO 81.82%)	2009	81%	68%	89%	61%
(State AMO 73.3%)	2010	85%	74%	91%	58%
(State AMO 80.0%)	2011	84%	72%	89%	64%
(State AMO 86.7%)	2012	85%	76%	90%	73%
	2013	==91%==	==90%==	==93%==	==57%==
6 (State AMO 78.18%)	2008	92%	87%	96%	68%
(State AMO 81.82%)	2009	93%	85%	92%	64%

	Year	All students	Black	White	SWD
(State AMO 73.3%)	2010	88%	79%	93%	73%
(State AMO 80.0%)	2011	92%	84%	96%	79%
(State AMO 86.7%)	2012	93%	88%	97%	74%
	2013	93%	90%	94%	80%
7 (State AMO 78.18%)	2008	90%	88%	91%	66%
(State AMO 81.82%)	2009	91%	82%	96%	72%
(State AMO 73.3%)	2010	91%	85%	94%	79%
(State AMO 80.0%)	2011	91%	86%	92%	70%
(State AMO 86.7%)	2012	93%	86%	99%	80%
	2013	91%	89%	92%	68%
8 (State AMO 78.18%)	2008	95%	93%	96%	77%
(State AMO 81.82%)	2009	95%	90%	96%	74%
(State AMO 73.3%)	2010	95%	93%	96%	85%
(State AMO 80.0%)	2011	98%	97%	100%	90%
(State AMO 86.7%)	2012	97%	94%	97%	85%
	2013	95%	94%	96%	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

Grade	Year	All students	Black	White	SWD
2 (State AMO 78.18%)	2011	78%	60%	88%	59%
(State AMO 81.82%)	2012	79%	69%	84%	59%
	2013	79%	70%	83%	47%

Percent of students meeting and exceeding expectations on CRCT and percent of students passing GHSGT in Language Arts

Grade	Year	All Students	Black	White	SWD
1 (State AMO 78.18%)	2008	78%	63%	85%	60%
(State AMO 81.82%)	2009	82%	82%	88%	82%
(State AMO 73.3%)	2010	80%	73%	85%	47%
(State AMO 86.7%)	2011	Not Assessed	Not Assessed	Not Assessed	Not Assessed
(State AMO 86.7%)	2012	Not Assessed	Not Assessed	Not Assessed	Not Assessed
	2013	Not Assessed	Not Assessed	Not Assessed	Not Assessed
2 (State AMO 78.18%)	2008	75%	63%	80%	53%
(State AMO 81.82%)	2009	80%	61%	89%	54%
(State AMO 73.3%)	2010	86%	75%	93%	49%
(State AMO 86.7%)	2011	Not Assessed	Not Assessed	Not Assessed	Not Assessed
(State AMO 86.7%)	2012	Not Assessed	Not Assessed	Not Assessed	Not Assessed
	2013	Not Assessed	Not Assessed	Not Assessed	Not Assessed
3 (State AMO 78.18%)	2008	84%	80%	87%	68%
(State AMO 81.82%)	2009	86%	78%	90%	80%
(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%
4 (State AMO 78.18%)	2008	86%	77%	91%	71%
(State AMO 81.82%)	2009	84%	73%	89%	62%
(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%
5 (State AMO 78.18%)	2008	90%	83%	93%	60%
(State AMO 81.82%)	2009	87%	79%	91%	61%
(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	<mark>93%</mark>	<mark>80%</mark>	<mark>95%</mark>	<mark>57%</mark>
6 (State AMO 78.18%)	2008	91%	84%	95%	68%
(State AMO 81.82%)	2009	93%	87%	96%	68%
(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	<mark>87%</mark>	<mark>81%</mark>	<mark>90%</mark>	<mark>81%</mark>
7 (State AMO 78.18%)	2008	93%	91%	94%	79%
(State AMO 81.82%)	2009	93%	89%	96%	76
(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	<mark>90%</mark>	<mark>90%</mark>	<mark>89%</mark>	<mark>62%</mark>
8 (State AMO 78.18%)	2008	94%	95%	94%	66%
(State AMO 81.82%)	2009	94%	93%	95%	76%
(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	<mark>93%</mark>	<mark>91%</mark>	<mark>93%</mark>	<mark>67%</mark>
11 (State AMO 88.96)	2008	(1st time test takers) 93%	(all test takers) 83%	(all test takers) 97%	(all test takers) 64%
(State AMO 90.80)	2009	(1st time) test takers 90%	(all test takers) 78%	(all test takers) 92%	(all test takers) 48%
(State AMO 87.7%)	2010	(1st time test takers) 89%	(all test takers) 76%	(all test takers) 91%	(all test takers) 48%
(State AMO 90.8%)	2011	(1st time test takers) 92%	(all test takers) 72%	(all test takers) 92%	(all test takers) 43%
(State AMO 93.9%)	2012	(1st time test takers) 95%	(all test takers) 94%	(all test takers) 96%	(all test takers) 94%
	2013	<mark>45%</mark>	Not reported	Not reported	Not reported

Percent of first time test takers passing all four sections of the GHSGT.

Grade 11	
2008	82%
2009	77%
2010	72%
2011	77%
2012	85%
2013	13.3%

** 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
9th grade Lit EOCT	72	74	84	9
Am. Lit EOCT	87	83	89	46
2013 E/LA HSGT	45%	Not reported	Not reported	Not reported
9th grade Lit EOCT	85%	64%	89%	36%
Am. Lit EOCT	93%	89%	96%	61%

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 best practice and materials to improve Reading/LA achievement	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, Let's Play Learn, no cost Text Talk, no cost	OWLS Curriculum, Get It, Got It, Go, Let's Play Learn $30,000, Text Talk $3,000, and SLP Salary $70,000, T-VI B, Sp. Ed, T-I	Administrators, Special Ed. Dir., SLP for language voc. Early Intervening Services funds to address DSP	2006-~~2013~~ 2014	Lesson Plans, Get It, Got It, Go, Let's Play Learn Pre and Post Test Data	Pre and Post Test Data	Pre and Post Test Data, GKAP-R results, DIBELS data EASY CBM
	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	2006-~~2013~~ 2014	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

	Facilitate consistent use of Research-based learning strategies and the CCGPS by providing release time to create and update CCGPS ~~Learning Focused (LF)~~ units, benchmark tests, department handbooks, and developmentally appropriate activities for literacy. (HH, GP, CC, TCM, TCC, BH)	C-1, 2, 3 I-1, 2 A-1, 2, 3	1, 2, 3 5	1, 3	~~Learning Focused Schools~~ Unit Writing, Achievement Series PL, T-IIA, T-VIB, T-IID $5,000	~~Thomas County~~ DOE Unit Template, CCGPS, Achievement Series PL, T-IIA, T-VI-B, T-IID $2,000	School Administrators, Academic Coaches, Associate Superintendent for Teaching and Learning	2006-~~2013~~ 2014	PL evaluation, unit plans in place, learning group agendas, state test scores, benchmark scores	Unit plans, benchmark scores, state test scores	Unit plans, improved benchmark scores, improved state test scores
	Improve instruction by providing time for job-embedded PL and book studies through structured learning groups. (HH, GP, CC, TCM, TCC, BH)	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 Admin., Assistant Superintendent for Curriculum	2006-~~2013~~ 2014	Classroom and learning group observations	Agendas of learning groups, list of book studies, follow-up in classrooms	Improvement in teacher dialogue about instruction & improved benchmark scores and state test scores

	Continue the current report card, K-4, and Provide a computerized version of report card which reflects numerical averages by subject Grades 1-12). (~~HH~~, GP, CC, TCM, TCC, BH)	A-1, 2, 3 I-3	1, 2, 3, 5	1, 3	Assessment, Grading and Reporting; Portfolio Development; Rubric Development; Assessment For Learning, PL, T-IIA, T-VIB, T-I, 10,000, Consultant	Substitutes for Release Time, Portfolios, Printing Costs, Books, Infinite Campus PL, T-I,T-IIA, T-V, 30,000	School Administrators, Associate Superintendent for Teaching and Learning, Academic Coaches, ~~Pilot Teachers~~	2006-~~2013~~ 2014	Report Card in place, teacher and parent surveys, PL evaluations	Review of process through regular meetings with teachers, survey results, evidence of student progress on standards card	Student portfolios, exemplary samples of student work, improved benchmark results and improved state test scores
	Continue a school-wide reading challenge (HH)	A-1 I-2	1, 2, 3, 5	1, 2, 3	$500.00 for parent correspondence and data collection from parents – local funding	None needed	School Administration, Counselor, All Teachers	2009-~~2013~~ 2014	Pre and Post data	Sign off sheets from parents and Media Center data	GKIDS literacy standards, DIBELS data
	Continue Handwriting without Tears and Writer's Workshop (HH, GP)	C-1 I-1, 2, 3	1, 2, 3, 5	1, 3	RESA training	Replenish student writing workbooks and student folders, $5,000, T-I, T-VIB, Local	BST, Assistant Superintendent for Curriculum, Principal, Academic Coach	2007-~~2013~~ 2014	Handwriting rubric	Student writing folders and portfolios	Improvement in writing skills of exiting kindergartners

	Increase the use of student data to improve phonemic awareness, reading comprehension skills, and writing skills of students through the use of DIBELS Next, Achievement Series, Writing Practice Tests, EASY CBM, SRA, Early Intervention for Reading, Wilson Reading, A-Z, Brain Pop, Reading Plus, Let's Play Learn, and Visagraph to provide early intervention for students. (HH, GP, CC, TCM, BH)	I-1, 2 C-3 A-1, 2, 3	1, 2, 3, 5	1, 2, 3	<mark>DIBELSNext,</mark> Read 180, T-I, T-IIA, T-II D ,T-VIB, $1000	<mark>SLDS</mark>, DIBELS, Achievement Series Software, ~~Read 180~~ for Early Intervening to address DSP, EASY CBM, Visagraph, M Class Software, on-line CRCT practice, Accelerated Math, Kurzweil, ~~T-IID,~~ T-VIB and Sp. Ed. VIB, $80,000	School Administrators, Academic Coaches, Associate Superintendent for Teaching and Learning, BST Leaders, Director of Special Education, RTI Coordinator	2006-~~2013~~ 2014	Data from all Programs, BST Leaders, and Learning Group agendas	Periodic reports from all programs reviewed by staff in learning groups and BST meetings	Increase in student achievement from program data, county benchmark tests, and state tests

	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	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	Early Intervention in Reading (EIR), PALS, Text Talk, Reciprocal Teaching	School Administrators, Associate Superintendent for Teaching and Learning, RTI coordinator	2013-2016	Professional learning evaluations, observations in classrooms, follow up in learning groups,	Classroom observations, performance on student assessments	Improvement evidenced on standardized test scores, and improved academic results for all students.
	Provide instructional support for teachers through academic coaches for Pre-K - 4. (HH, GP, CC, ~~TCM~~)	C-2 PL-3 L-2, 3, 4	1, 2, 3, 5	1, 3	Academic Coach regular monthly meetings, PL based on school needs, No Cost	Salaries T-I	Principals, Associate Superintendent for Teaching and Learning	2006-~~2013~~ 2014	Coach logs, classroom modeling, improved test scores	Coach logs, teacher conference documentation, classroom observations	Improvement in learning strategies that are consistent and pervasive; improvement in formative assessments; improvement in state test scores

	~~Refine the implementation of the 6+1 Writing Traits Model~~ Integrate the state writing assessment criteria into k-12 writing instruction. Implement Writers workshop. (HH, GP, CC, TCM, TCC, BH)	A-1, 2, 3 C-1, 3 I-1, 2, 3	1, 2, 3, 5	1, 3	DOE writing assessment training and redelivery by Academic Coaches and state–trained teachers, 6+1 Writing Model training for new staff, No Cost	Books for new staff PL, Title VIB, $400	Principals, Academic Coaches, and selected teachers	2006-~~2013~~ 2014 Annually	Observation of strategies in classrooms, student writing samples and scores from rubrics	Student writing samples in system green writing folders	Improvement in writing scores on state tests in grades 3,5, and 8, and on the GHSWT; improvement in student writing in portfolios
	Continue to focus, align, and improve Reading and LA instruction by reviewing and refining curriculum in K-12. (HH, GP, CC, TCM, TCC, BH)	C-1, 2, 3	1, 2, 3, 5	1, 3	Refinement of Unit Plan training each summer- T-IIA, T- I, PL, T-VIB-$2000	PL, T-I, $1000	Associate Superintendent for Teaching and Learning	2006-~~2013~~ 2014 Annually	Unit Plans in place and in use	Unit Plan, ~~Curriculum Designer,~~ Grade Book ~~form in use~~	Standards Checklists, Improved test scores and benchmark 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)	PO-2 SC-2	1, 2, 3, 5	1, 3	Summer school materials PL, T-IIA- 20 Days Add Funds, Inst., $500	Teacher Salaries for extended time, ESY and ESD for SWD Sp. Ed. T-VIB, 20 days Add. Inst., 4-8 After School Grant, $55,000	School Administrators, Associate Superintendent for Teaching and Learning, Director of Federal Programs, Assessment and Accountability	2006-~~2013~~ 2014	Classroom observations, % of students in programs who pass state tests	Class rosters	Increase in % passing state tests
	Provide extended learning opportunities for migrant students through summer school and after school programs (GP, CC, TCM, TCC, BH)	PO-2 SC-2	1, 2, 3, 5	1, 3	~~Train summer school teachers on A+ software and~~ summer school materials PL, T-IIA- 20 Days Add Funds, Inst., ==Title IC==, $500	Teacher and migrant staff salaries for extended time, Migrant, $6,500	School Administrators, Director of Federal Programs	2006-~~2013~~ 2014	Classroom observations, % of students in programs who pass state tests	Class Rosters	Increase in % of migrant students passing state tests
	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, $15,000, T-I, T-VIB, Local	Administrators, Academic Coach	2007-~~2013~~ 2014	Improvement in fluency rates, reading skills, and test scores	Classroom Observations, use of books in unit plans	Use of Books in classrooms, GKAP-R, DIBELSNext data

	Improve student access to a variety of genres by adding additional autobiographies, memoirs, and non-fiction books to the media center. (==HH==, CC)	PO-3 I-2	1, 2, 3, 5	1, 3	None	Books, Media Budget, $5000	Media Specialist and Literacy Coach	2006-~~2013~~ 2014	Number of Books Purchased and cataloged for check-out	Circulation Records, AR Tests	Circulation of Books
	Expand learning opportunities for EL continuing employment of full-time ESOL teacher. (HH, GP, CC, TCM, TCC, BH)	PO-2, 3 C-2	1, 2, 3, 5	1, 3	Access Test Training- No Cost	EL Teacher Hired, EL Tests, T-III, Local, Salary and $500	Director of Federal Programs and EL teacher	2006-2013	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
	Expand the accelerated program of study (MERIT) to include middle school students (TCM)	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	Director of Honors, Gifted and Accelerated Instruction, Principals, Assistant Superintendent for ~~Director of~~ Curriculum	2013-2016	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 3-5 reading strategies in content areas. (TCM)	I-2	1, 2, 3, 5	1, 3	Teaching Reading in the Content Areas PL, No Cost	Resource Books-T-I, $2000	~~Academic Coaches, Asst. Principals~~ Administrators	2006-~~2013~~ 2014	Improvement in test scores across content areas	Classroom Observation	Improvement in reading of expository texts, improvement in test scores across content areas
	Promote consistent writing instruction in core academic in subjects ~~in the use of the 6+1 Writing Model~~ by collecting writing samples in writing folders, using common rubrics, and using samples to edit and review grammar and writing skills. (HH, GP, CC, TCM, ~~TCC~~, BH)	I-1, 2, 3	1, 2, 3, 5	1, 3	Collaborative Scoring~~, 6+1 Model training for new staff~~, T-I,T-IIA,T-VIB, $2000	writing folders, common writing rubrics~~, 6+1 books for new staff~~, T-I, T-IIA, T-VIB, $1500	Academic Coaches, Assistant Superintendent for Curriculum	2006-~~2013~~ 2014	Review of writing folders throughout the year, Collaborative scoring of student writing samples in learning groups	Analysis of writing scores on state tests and classroom scoring of writing	Improvement in state writing scores

	Provide in school reading practice by continuing Accelerated Reading (AR) grades 1-8 and implementing a system and community Drop Everything and Read (DEAR) (~~HH,~~ GP, CC, TCM, ~~TCC~~)	I-2	1, 2, 3, 5	1, 3	AR training for new staff by ==Media Specialists== ~~Academic Coaches~~, No Cost	AR Books, Classroom Novels	~~Academic Coaches, Asst. Principals~~ Administrators	2006-~~2013~~ 2014	Number of books read by students	Circulation of books and number of AR books read	Improvement in test scores and classroom performance
	Expand enrichment opportunities in all content areas by providing field trips and resources for fine arts students and gifted students including Odyssey of the Mind, Reading Enrichment, and Band, 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, Bus Fees, T-VIB, $12,500	Gifted Teachers, Band Directors, School Administrators	2006-~~2013~~ 2014	Lists of trips taken, number of students involved, and summary of learning objectives	Lesson/unit plans	Quiz Bowl and Band Festival Performances, Peace Jam and Experientials.

	Increase 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 select teachers in best practices for children with disabilities	Consultant from Judevine and additional $10,000, Title VIB, Sp. Ed.	School Administration, Counselor, All Teachers, ==Director of Special Education==	2008-2013	Classroom evaluations and observations	Evaluations, anecdotal records from classroom observations	Decrease in discipline referrals for autistic children
	==Provide Phonemic Awareness and phonics support and intervention materials (EIR) (GP)==	==C-2== ==PL-1, 2, 3==	==1, 2, 3, 4, 5==	==1, 2, 3==	==Ongoing training for new staff==	==Title I ($20,000)==	==School Administrators, Associate Superintendent for Teaching and Learning==	==2012-2016==	==Use of books==	==Teacher lesson plans==	==Increase number of students reading on grade level==
==Discontinued goal?==	Support struggling readers by creating a leveled text bookroom. (CC, GP)	PO-3 I-2	1, 2, 3, 5	1, 3	None	Fiction and non-fiction leveled texts- ==K-3 Reading Grant-==$5000	Academic Coach	2006-~~2013~~ 2014	Use of books	Classroom observations, circulation documentation	Improvement in fluency rates, improvement in test scores

Goal Met	Expand SRA "Imagine It" reading series to 3rd grade. (CC)	PO-3 I-2	1, 2, 3, 5	1, 3	SPLOST	Text and Ancillary Kits	Associate Superintendent for Teaching and Learning	2013-2014	Purchase and use of textbook series	Teacher lessons	Improved reading scores on standardized tests.
Replaced by updated professional learning goal	Improve instructional strategies by providing PL in CCGPS, Portfolio Development, Assessment for Learning, DIBELS Next, EASY CBM, Fluency, Vocabulary, Reciprocal Teaching, Differentiated Instruction, Unit Writing, Writers Workshop, Standards Based Grading and Reporting, Tiers of Intervention training, and purchasing of skill building programs. (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	Books for book studies, PL in CCGPS, Standard-Based Classroom from RESA, substitutes, stipends, videos, Quick Reads, Wilson Reading T-I, T-IIA, T-VIB and Sp. Ed, PL,T-VA $20,000	School Administrators, Academic Coaches, Associate Superintendent for Teaching and Learning RTI Coordinator	2006-2013	PL evaluations, observations in classrooms, follow-up in learning groups	Observations in classrooms, learning group agendas, samples of student work, performance assessments in place	Improvement in evidence of student learning, benchmark scores and state test scores

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%

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 50th percentile.

Grade	Year	All students	Black	White	SWD
1 (TIBS)	2011	40%	25%	48%	N/A
	2012	54%	39%	64%	23%
	2013	31%	20%	39%	18%

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)	2011	80%	63%	88%	63%
	2012	83%	67%	90%	67%
	2013	72%	54%	80%	46%

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
1 (State AMO 72.73)	2008	85 %	75%	90%	70 %

(State AMO 77.27%)	2009	85%	74%	89%	74%
(State AMO 67.60%)	2010	78%	66%	86%	49%
(State AMO 83.8%)	2011	Not Assessed	Not Assessed	Not Assessed	Not Assessed
(State AMO 83.8%)	2012	Not Assessed	Not Assessed	Not Assessed	Not Assessed
	2013	Not Assessed	Not Assessed	Not Assessed	Not Assessed
2 (State AMO 72.73)	2008	75%	58%	83%	44%
(State AMO 77.27%)	2009	84%	66%	92%	59%
(State AMO 67.60%)	2010	84%	72%	91%	54%
(State AMO 83.8%)	2011	Not Assessed	Not Assessed	Not Assessed	Not Assessed
(State AMO 83.8%)	2012	Not Assessed	Not Assessed	Not Assessed	Not Assessed
	2013	Not Assessed	Not Assessed	Not Assessed	Not Assessed
3 (State AMO 72.73)	2008	(change to GPS) 69%	(change to GPS) 50%	(change to GPS) 78%	(change to GPS) 46%
(State AMO 77.27%)	2009	80%	61%	88%	61%
(State AMO 67.60%)	2010	81%	66%	89%	61%
(State AMO 75.7%)	2011	92%	87%	95%	83%
(State AMO 83.8%)	2012	93%	87%	94%	90%
	2013	81%	74%	84%	44%
4 (State AMO 72.73)	2008	(change to GPS) 70	(change to GPS) 49	(change to GPS) 80	44%
(State AMO 77.27%)	2009	74%	54%	83%	54%
(State AMO 67.60%)	2010	77%	49%	84%	47%
(State AMO 75.7%)	2011	84%	67%	90%	74%
(State AMO 83.8%)	2012	94%	89%	96%	81%
	2013	94%	91%	96%	84%
5 (State AMO 72.73)	2008	(GPS) 69%	(GPS) 57%	(change to GPS) 75%	(change to GPS) 31%
(State AMO 77.27%)	2009	72%	57%	81%	49%
(State AMO 67.60%)	2010	67%	52%	73%	45%
(State AMO 75.7%)	2011	69%	55%	76%	61%
(State AMO 83.8%)	2012	65%	47%	74%	45%
	2013	90%	88%	92%	81%

6 (State AMO 72.73)	2008	69%	57%	76%	37%
(State AMO 77.27%)	2009	72%	54%	82%	40%
(State AMO 67.60%)	2010	74%	58%	82%	40%
(State AMO 75.7%)	2011	76%	61%	82%	42%
(State AMO 83.8%)	2012	67%	53%	75%	40%
	2013	<mark>69%</mark>	<mark>52%</mark>	<mark>76%</mark>	<mark>57%</mark>
7 (State AMO 72.73)	2008	80%	68%	86%	48%
(State AMO 77.27%)	2009	87%	78%	91%	67%
(State AMO 67.60%)	2010	90%	80%	92%	72%
(State AMO 75.7%)	2011	90%	81%	93%	76%
(State AMO 83.8%)	2012	93%	88%	96%	88%
	2013	<mark>79%</mark>	<mark>65%</mark>	<mark>85%</mark>	<mark>49%</mark>
8 (State AMO 72.73)	2008	(GPS) 46%	(GPS) 28%	(GPS) 54%	(GPS) 11%
(State AMO 77.27%)	2009	66%	56%	71%	20%
(State AMO 67.60%)	2010	65%	53%	72%	26%
(State AMO 75.7%)	2011	70%	61%	77%	38%
(State AMO 83.8%)	2012	71%	61%	74%	44%
	2013	<mark>84%</mark>	<mark>78%</mark>	<mark>87%</mark>	<mark>52%</mark>
11 (State AMO 77.38%)	2008	(1st time) 96%	(all students) 93%	(all students) 97%	(all students) 69%
(State AMO 81.15%)	2009	(1st time) 95%	(all students) 86%	(all students) 95%	(all students) 58%
(State AMO 74.90%)	2010	(1st time) 89%	(all students) 78%	(all students) 93%	(all students) 55%
(State AMO 81.2%)	2011	(1st time) 91%	(all students) 78%	(all students) 90%	(all students) 35%
(State AMO 84.0%)	2012	<mark>14%</mark>	Not reported	Not reported	Not reported

Percent of first time test takers passing all four sections of the GHSGT.

Grade 11	
2008	82%
2009	77%
2010	72%
2011	77%
2012	22%

** 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.

Math

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
Coor Alg EOCT	2013	27%	11%	36%	12%
Math II EOCT	2013	53%	58%	40%	24%

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, best practice, and materials to improve Math achievement	Facilitate consistent use of research-based learning strategies by providing release time to create and update CCGPS units, ~~DOE Learning Focused (LF)~~, benchmark tests, and redeliver CCGPS training. (HH, 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, Achievement Series PL,T-IIA,T-VIB,T-IID $5000	DOE Unit Template, CCGPS training materials, Achievement Series PL,T-IIA,T-VIB, T-IID	School Administrators, Academic Coaches, Associate Superintendent for Teaching and Learning	2006-~~2013~~ 2014	PL evaluation, unit plans in place, learning group agendas, state test scores, benchmark tests and scores	PL evaluation unit plans in place, learning group agendas, state test scores, benchmark tests and scores	Improvement in state test scores and benchmark test scores
	Continue to focus, align, and improve Math instruction by reviewing and refining curriculum in K-12. (HH, GP, CC, TCM, TCC, BH)	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	CCGPS Unit Plan Templates PL, T-I,T-IIA, T-VIB	Associate Superintendent for Teaching and Learning	2006-~~2013~~ 2014 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 LFS~~, CCGPS, Portfolio, Assessment for Learning, Differentiated Instruction, Teaching Numeral Recognition and Numeration, Use of Math Manipulatives, ~~Seeing Numbers, and Standards Based Grading and Reporting~~. (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-VI-B, and Special Education, PL $15,000	~~Books for LFS and~~ Book studies, substitutes, videos, purchase of ~~Seeing Number cards,~~ T-I, T-II-A, T-VI-B, and Special Education, PL, $10,000	School Administrators, Academic Coaches, Associate Superintendent for Teaching and Learning, BST	2006-~~2013~~ 2014	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)	PO-2, SC-2	1, 2, 3, 5	1, 3	Train summer school teachers Summer school materials PL, T-IIA- 20 Days Add Funds, Inst., Title IC, $500	Teacher and migrant staff salaries for extended time, Migrant, $6,500	School administrators and Director of Federal Programs	2006-~~2013~~ 2014	Classroom observations, % of students in programs who pass 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. (GP, CC, TCM, TCC, BH)	PO-2	1, 2, 3, 5	1, 3	Train summer school teachers ~~on A+ software~~ and provide summer school materials, PL, T-IIA, Extended Learning Grant, TI, $500	Teacher Salaries for extended time, 4-8 After School Grant, Extended Learning Funds	<mark>Director of Federal Programs</mark>, School Administrators	2006-~~2013~~ 2014	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 and benchmark test scores, decrease in number of students retained based on state testing promotion and retention requirements
	Increase the retention of math skills by providing consistent and pervasive daily review, acceleration, and enrichment activities. (HH, GP, CC, TCM, TCC, BH)	I-2	1, 2, 3, 5	1, 3	None	Unit Plans, No Cost	School Admin., Math Coaches, Dept. Chairmen	2006-~~2013~~ 2014	Classroom observations, Unit Plans	Classroom observations, Unit Plans	Improvement in state test scores and benchmark test scores

	Provide math manipulatives and supplemental math materials including Accelerated Math, ~~Mega Math~~, Education City, Study Island, Links to Learning, USA Test Prep, Math facts in a Flash, math software, <mark>A+ software</mark>, Keytrain software, and consumable workbooks to improve math and problem solving skills. (HH, GP, CC, TCM, TCC, BH)	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	School Admin., Dept. Chairmen	2006-~~2013~~ 2014	Consumable workbooks and manipulatives in classrooms and in use, software in use	Inventory of manipulatives and software	Improvement in state test scores and benchmark test scores
	Improve students' math vocabulary by providing direct math vocabulary instruction using CRCT key terms. (HH, GP, CC, TCM)	I-2	1, 2, 3, 5	1, 3	None	Unit plans-No Cost	School Admin., Dept. Chairmen	2006-~~2013~~ 2014	Classroom Observations, Unit Plans	Classroom Observations, Unit Plans	Improvement in state test scores, benchmark test scores, increased student use of math vocabulary in class

	Increase the use of student data to improve math skills through the use of Achievement Series Benchmark Tests, EASY CBM, Accelerated Math, and Math Fluency Timed Tests. (HH, GP, CC, TCM, TCC, BH)	I-1, 2 C-3 A-1, 2, 3	1, 2, 3, 5	1, 3	None	Software and Tests, Paper for Scanners, Instr. Budget $2000 per school, Title IIA, Title VIB, and Special Ed	School Admin., Director of Federal Programs, Assessment and Accountability, BST Leaders	2006-~~2013~~ 2014	BST Leaders and learning group agendas, benchmark test results and disaggregation	BST Leaders 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)	I-1 C-2,3 PL-1 L-1, 3, 4	1, 2, 3, 5	1, 3	School Staff, No Cost	Books for Studies T-IIA, T-VIB	School Admin., BST Leaders, Associate Superintendent for Teaching and Learning	2006-~~2013~~ 2014	Classroom and learning group observations	Learning group agendas and classroom observations	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 Admin., Technology Coaches	2006-~~2013~~ 2014	Unit Plans, Classroom Observations	Unit plans, Classroom Observations	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 teacher. (HH, GP, CC, TCMS, TCC, BH)	PO-2, 3 C-2	1, 2, 3, 5	1, 3	Access Test Training, No Cost	EL Teacher Hired, EL tests Salary and $500 T-III, Local Funds	Director of Federal Programs, Assessment and Accountability, and EL Teacher	2006-~~2013~~ 2014	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
	Expand the accelerated program of study (MERIT) to include middle school students (TCM)	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	Director of Honors, Gifted and Accelerated Instruction, Principals, Associate Superintendent for Teaching and Learning	2013-2016	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 observations/walk-throughs within and across grade levels (HH, GP, CC, TCM, TCC, BH)	C-1, 2, 3 I-2, 3	1, 2, 3, 5	1, 3	Training through learning groups	LFS notebooks (no cost)	Administrator, teachers	2008-~~2013~~ 2014	Feedback forms, observation in classrooms, and follow-up in learning groups	Feedback forms, observation in classrooms, and follow-up in learning groups	Improved horizontal and vertical articulation of needs
	Increase 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 select teachers in best practices for children with disabilities	Consultant from Judevine and additional $10,000, Title VIB, Sp. Ed.	School Administrators, Special Education Director	2008-~~2013~~ 2014	Classroom evaluations and observations	Evaluations, anecdotal records from classroom observations	Decrease in discipline referrals for autistic children

	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	I-2, 3 C-2, 3 A-1, 2, 3 PL-2, 3	1, 2, 3, 5	1, 3	PL in all listed, strategic math series, (stipends, consultants) T-I, T-IIA, T-VIB, Sp. Ed, PL $15,000	Math Strategies, strategic math series, Hand held response system for math facts in a flash	School Administrators, Associate Superintendent for Teaching and Learning, RTI coordinator	2013-2016	Professional learning evaluations, observations in classrooms, follow up in learning groups,	Classroom observations, performance on student assessments	Improvement evidenced on standardized test scores, and improved academic results for all students.
Action Completed	Implement math portfolios (HH)	C-1, 2, 3	1, 2, 3, 5	1, 3	None	Folders, local, $500	School Administration, Academic Coach, BST Leaders	2009-2013 2014	Pre and Post Data	Portfolios	Improvement in GKIDS Math Standards
Action Completed	Provide sound amplification systems to enhance student ability to hear and focus on relevant information. (HH)	I-2 SC-1, 2	1, 4	2, 3	None	Sound systems, Local funds, $5,000	Technology Coach, School Administrators	2006-2013	Classroom observations	Sound systems operating in classrooms and informal surveys of teachers and students	Improvement in test scores and performance assessments in classrooms

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.

Grade	Year	All Students	Black	White	SWD
3	2008	86%	77%	91%	76%
	2009	72%	58%	79%	45%
	2010	75%	61%	80%	60%
	2011	72%	58%	78%	44%
	2012	80%	70%	87%	70%
	2013	82%	74%	85%	46%
4	2008	88%	78%	93%	75%
	2009	65%	48%	74%	42%
	2010	71%	53%	79%	50%
	2011	76%	59%	85%	63%
	2012	83%	69%	88%	64%
	2013	85%	72%	92%	58%
5	2008	90%	83%	94%	67%
	2009	70%	47%	81%	52%
	2010	69%	55%	76%	45%
	2011	75%	58%	83%	53%
	2012	81%	75%	86%	67%
	2013	89%	86%	91%	69%
6	2008	90% invalidated	78% invalidated	96% invalidated	77% invalidated
	2009	92% field test	80% field test	98% field test	79% field test
	2010	69%	54%	78%	45%
	2011	77%	63%	83%	38%
	2012	74%	56%	84%	42%

	2013	75%	65%	79%	59%
7	2008	93% invalidated	88% invalidated	96% invalidated	72% invalidated
	2009	95% field test	90% field test	98% field test	77% field test
	2010	80%	74%	85%	70%
	2011	87%	79%	90%	63%
	2012	82%	67%	90%	55%
	2013	78%	69%	84%	42%
8	2008	62%	43%	72%	39%
	2009	74%	59%	83%	41%
	2010	72%	60%	78%	50%
	2011	80%	74%	84%	53%
	2012	80%	64%	87%	68%
	2013	77%	64%	84%	41%
11	2008	(1st time) 90%	(all students) 76%	(all students) 92%	(all students) 54%
	2009	(1st time test) 84%	(all students) 64%	(all students) 86%	(all students) 42%
	2010	(1st time test) 74%	(all students) 53%	(all students) 83%	(all students) 33%
	2011	(1st time test) 81%	(all students) 55%	(all students) 80%	(all students) 42%
	2012	84.7%			

Percent of first time test takers passing all four sections of the GHSGT.

Grade 11	
2008	82%
2009	77%
2010	72%
2011	77%
2012	13.3% (phase out of test)

** 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

Test	Year	All Students	Black	White	SWD
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%

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, and best practice materials to develop skilled, literate workers and productive citizens.	Continue to focus, align, and improve Social Studies instruction by reviewing and refining curriculum (Unit Plans) K-12. (HH, GP, CC, TCM, TCC, BH)	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	PL, T-I, $3,000	Associate Superintendent for Teaching and Learning	2006-2013 2014 annually	Unit Plans in place and in use	Unit Plans	Standards Checklist, improved test scores and benchmark scores
	Facilitate consistent use of research-based learning strategies and the CCGPS by providing release time to create and update CCGPS units and benchmark tests. (TCM, TCC, BH)	C-1, 2, 3 I-1, 2 A-1, 2, 3	1, 2, 3, 5	1, 3	DOE Unit Writing, CCGPS Redelivery, Achievement Series. PL, T-IIA, T-VIB, T-IID, $5,000	DOE Unit Template, Substitutes, Achievement Series, PL, T-IIA, T-VIB, T-IID, $2,000	School Administrators, Associate Superintendent for Teaching and Learning	2006-2013 2014	PL evaluations unit plans in place, state test scores, benchmark scores	Unit Plans, benchmark tests and scores, state test scores	Unit Plans improved, benchmark scores, improved state test scores

	Provide direct instruction in reading and writing in the content area of Social Studies through ==book studies== and ~~LFS strategies and~~ software, including Links to Learning, Study Island, A+ software, and USA Test Prep. (GP, CC, TCM, TCC, BH)	I-2	1, 2, 3, 5	1, 3	~~LFS Training,~~ Reading in the Content Areas Training, T-I, T-IIA, PL, $1,000	Resource books, T-IIA, PL, Local, $1,000	School Administrators, Department Chairmen	2006-~~2013~~ 2014	Training agendas and evaluations, unit plans	Training agendas and evaluation, unit plans	Improvement in state test scores and benchmark test scores
	Improve instructional strategies by providing PL ~~in LFS and~~ CCGPS. (HH, GP, CC, TCM, TCC, BH)	I-2, 3 C-2, 3 PL-2, 3	1, 2, 3	1, 3	~~LFS Training for new staff,~~ CCGPS Redelivery, Sub Costs, PL, T-IIA, T-VIB, T-I, $5,000	~~LFS books for new staff,~~ CCGPS training materials. T-IIA, T-VIB, $3,000	School Administrators, Academic Coaches, CCGPS Trainer	2006-~~2013~~ 2014	PL evaluations, observations in classrooms	PL evaluations, observations in classrooms	Improvement in state test scores and benchmark scores

	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. (HH, GP, CC, TCM, TCC)	I-2 PO-2, 3	1, 2, 3, 5	1, 3	None	Publications, T-VIB, Local, $6,000	School Administrators, Dept. Chairmen, BST Leaders	2006-~~2013~~ 2014	Publications in classrooms, classroom observations of use	List of publications provided in classrooms, use documented in unit plans	Improvement in state test scores and benchmark scores, and improvement in daily performance assessment in classrooms
	Increase the use of student data to improve SS skills through the use of ==Achievement Series== and benchmarks (TCM, TCC)	I-1, 2 C-3 A-1, 2, 3	1, 2, 3, 5	1, 3	None	==SLDS, Achievement Series==, Title IID, VIB, IIA, and Sp. Ed	School Administrators and Social Studies Teachers	2008-~~2013~~ 2014	Department review of results	Disaggregated benchmark results and analysis	Improvement in state test scores and benchmark test scores

	Incorporate map skills into Social Studies instruction on a regular basis. (CC, TCM, TCC, BH)	I-2	1, 2, 3, 5	1, 3	None	None	School Administrators, Department Chairmen	2006-~~2013~~ 2014		Unit Plans, Classroom Observations	Unit Plans, Anecdotal Records	Improvement in Social Studies test scores and benchmark scores
	Provide aligned Social Studies resources by reviewing, Social Studies textbooks in K-12 (HH, ~~GP~~, CC, TCM, ~~TCC~~)	C-2, 3 PO-2, 3 I-2	1, 2, 3, 5	1, 3	~~Textbook training for pilot teachers, sub costs for release time,~~ PL, Title I, T-VIB $800	~~Pilot materials from company, no cost~~	Associate Superintendent for Teaching and Learning, Dept. Chairpersons, Literacy coaches, School Administrators.	2010-~~2013~~ 2014			Lesson plans	Improvement in Social Studies skills as evidenced by student performance in pilot classrooms and grades of students in classrooms
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, <mark>TCC</mark>, BH)	I-2 C-2 SFC-1	1, 2, 3, 5	1, 3	None	Registration fees, Bus, Local funding, 10,000	School Administrators, Department Chairmen	2006-~~2013~~ 2014		Field trips designated in Unit Plans	Unit Plan documentation of field trips	Improvement in Social Studies test scores and benchmark scores

	Expand the accelerated program of study (MERIT) to include middle school students (TCM)	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, Director of Honors, Gifted and Accelerated Instruction, Principals.	2013-2016	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 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	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	Social Studies Strategies.	School Administrators, Associate Superintendent for Teaching and Learning, RTI coordinator	2013-2016	Professional learning evaluations, observations in classrooms, follow up in learning groups,	Classroom observations, performance on student assessments	Improvement evidenced on standardized test scores, and improved academic results for all students.

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 GHSGT in Science.

Grade	Year	All Students	Black	White	SWD
3	2008	73%	61%	79%	54%
	2009	78%	64%	84%	65%
	2010	82%	64%	90%	69%
	2011	84%	70%	91%	66%
	2012	78%	58%	88%	74%
	2013	77%	65%	83%	44%
4	2008	71%	42%	84%	52%
	2009	75%	56%	84%	50%
	2010	78%	61%	86%	60%
	2011	81%	59%	92%	65%
	2012	81%	61%	91%	69%
	2013	89%	76%	96%	74%
5	2008	77%	64%	84%	46%
	2009	79%	62%	87%	61%
	2010	78%	65%	85%	57%
	2011	70%	51%	79%	43%
	2012	77%	61%	85%	60%
	2013	79%	67%	85%	44%
6	2008	80%	59%	90%	57%
	2009	84%	74%	90%	66%
	2010	80%	59%	91%	70%
	2011	79%	61%	87%	42%

	2012	76%	54%	87%	41%
	2013	76%	62%	83%	56%
7	2008	84%	69%	91%	53%
	2009	80%	64%	88%	60%
	2010	85%	78%	88%	69%
	2011	90%	81%	93%	69%
	2012	89%	78%	96%	71%
	2013	83%	72%	88%	45%
8	2008	65%	39%	78%	45%
	2009	76%	60%	84%	39%
	2010	70%	55%	78%	35%
	2011	68%	51%	78%	35%
	2012	75%	56%	83%	52%
	2013	80%	66%	86%	33%
11	2008	(1st time) 90%	(all students) 78%	(all students) 95%	(all students) 64%
	2009	(1st time) 85%	(all students) 67%	(all students) 91%	(all students) 48%
	2010	(1st time) 92%	(all students) 85%	(all students) 95%	(all students) 68%
	2011	(1st time) 94%	(all students) 81%	(all students) 92%	(all students) 54%
	2012	77%	Not reported	Not reported	Not reported

Percent of first time test takers passing all four sections of the GHSGT.

Grade 11	
2008	82%
2009	77%
2010	72%
2011	77%
2012	13.5% (test phasing out)

** 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

Test	Year	All Students	Black	White	SWD
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%

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, and best practice materials to keep pace with national educational standards and focus on GPS <mark>and Next Generation Science Standards</mark>.	Increase student exposure to science related literature by adding AR supported science books to the media center collection and by utilizing the student magazines **Science Studies Weekly, Science World, and Current Science** (<mark>GP</mark>, CC, TCM, <mark>TCC</mark>)	I-2 PO-2, 3	1, 2, 3, 5	1, 3	None	AR books, Media Budget, $2,000	Media Specialist, School Administrators	2006-~~2013~~ 2014	Books catalogued in Media Center	Circulation documentation	Improvement in science test scores

	Strategy						Person Responsible	Timeline			Expected Outcome
	Emphasize weekly review of process skills in Science, Technology and Society; Physical Science; Biology; and Environmental Science. (TCC, BH)	I-2	1, 2, 3, 5	1, 3	None	None	School Administrators, Science Teachers	2006-~~2013~~ 2014	Classroom Observations, Unit Plans	Classroom Observations, Unit Plans	Improvement in science state scores and benchmark scores, improvement in performance assessments
	Increase the use of student data to improve science skills through the use of ==Achievement Series== Benchmark Tests to evaluate long term understanding of standards. (CC, TCM, TCC, BH)	I-1, 2 C-3 A-1, 2, 3	1, 2, 3, 5	1, 3	None	==Achievement Series==, ==SLDS==, T-IID, T-VIB, T-IIA, Sp. Ed., $5000	School Administrators, Science Teachers	2006-~~2013~~ 2014	Department review of benchmark results	Disaggregated benchmark results and analysis by Science Department	Improvement in science state scores and benchmark scores, improvement in performance assessments

	Facilitate consistent use of research-based learning strategies and the CCGPS 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 Chairmen	2006-~~2013~~ 2014	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 ~~LFS and~~ CCGPS. (HH, GP, CC, TCM, TCC, BH)	I-2, 3 C-2, 3 PL-2, 3	1, 2, 3, 5	1, 3	~~LFS and~~ CCGPS Redelivery, Science in the 21st Century Training, T-I, T-IIA, T-VIB, PL, $2,000	~~LFS books,~~ CCGPS training materials, T-VIB, $2500	School Administrators, CCGPS Redelivery Trainers~~, LFS Redelivery Trainers~~	2006-~~2013~~ 2014	Schedule of training, sign-in sheets, classroom observations	Schedule of training, sign-in sheets, classroom observations	Improvement in science state test scores and benchmark tests
	Continue to focus, align, and improve Science instruction by reviewing and refining 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	Refinement of Unit Plan Training each summer. T-IIA, T-I, PL, T-VIB, $2,000	PL, T-I, $1,000	~~Director of Technology~~ Associate Superintendent for Teaching and Learning, School Administration	2006-~~2013~~ 2014	Unit Plans in place Daily Schedule	Unit Plans,	Standards Checklists, Improvement in test scores and benchmark scores

	Develop and use alternative assessments (SLO's) to monitor mastery of science CCGPS. (CC, TCM, TCC, BH)	A-1, 2, 3 I-3	1, 2, 3, 5	1, 3	Assessment, Portfolio Development, Rubric Development, PL, T-IIA, T-VIB, T-I, $10,000, Consultant	Substitutes, Portfolios, Printing costs, books, PL, T-I, T-IIA, $5,000	School Administrators, ~~Academic Coaches~~, Associate Superintendent for Teaching and Learning,	2006-~~2013~~ 2014	Performance assessments in place, teacher and parent surveys, PL evaluations	Review of process through regular meetings with teachers, survey results, evidence of student progress in portfolios and on Report Card	Student portfolios; exemplary samples of student work; improvement in benchmark and state test scores; student progress documented on performance assessments
	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	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	Science Strategies.	School Administrators, Associate Superintendent for Teaching and Learning, RTI coordinator	2013-2016	Professional learning evaluations, observations in classrooms, follow up in learning groups,	Classroom observations, performance on student assessments	Improvement evidenced on standardized test scores, and improved academic results for all students.

	Increase student exposure to hands-on science activities by providing software including Links to Learning, Study Island, and USA Test Prep, distance learning activities, Extra-curricular activities like LEGO league, Science Olympiad, <mark>Robotics</mark> and science field trips. (HH, GP, CC, TCM, <mark>TCC</mark>, BH)	I-3 PO-3 SFC-1	1, 2, 3, 5	1, 3	None	Academic Booster, T-VIB, Local, 10,000	School Administrators	2006-~~2013~~ 2014	Schedule of demos, classroom observations	Observations, student work	Improvement in performance assessments and science test scores

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)
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)	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	2006-~~2013~~ 2014	Promotion Rate, Test Scores, Grades, Pass Rate	Written schedule	Increase in Pass Rate, Decrease in Drop-out Rate, Increase in EOCT scores

	Expand the accelerated program of study (MERIT) to include middle school students (TCM)	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	Director of Honors, Gifted and Accelerated Instruction, Principals, Associate Superintendent for Teaching and Learning	2013-2016	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.
	Utilize student planners to improve time management and foster goal setting and perseverance. (TCM, ~~TCC~~, BH)	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-~~2013~~ 2014	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 EOCT scores

	Continue a modified schedule to offer remediation/acceleration courses, ==schedule students for targeted instruction== during the school day. (HH, GP, CC, TCM, TCC, BH)	C-2 A-3 PO-1 I-3	1, 2, 4, 5	1, 3	None	Resources for added classes, Textbooks, T- VIB, $5,000	School Administrators, Teachers, Better Seeking Lead Team	2006-~~2013~~ 2014	Number of dual diplomas, schedule of classes and number of students in each class	Schedule and roster of classes	Increase in state test scores and SAT scores
	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	RESA, T-VIB, $2,000	School Administrators	2006-~~2013~~ 2014	Classroom observation of techniques used	Anecdotal observation record, school report card	Increase in test scores (GHSGT, EOCT) decrease in drop-out rate
	Utilize ~~middle and high~~ 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	None	School Administrators, System Office, ==Guidance Counselors==, ==RTI teams==	2006-~~2013~~ 2014	Log of activities, RTI documentation	Log of activities, Drop-out Documentation	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, Director of Honors, Gifted and Accelerated Instruction	2006-~~2013~~ 2014	Number of student 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 students	Develop on-going career portfolios and implement Career (PREP, Preparing for Relevant Economic Pursuits) Academy in partnership with Southwest GA 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-~~2013~~ 2014	Schedule of meetings and activities	Student portfolios, Career Academy application	Increase in graduation rate and decrease in drop-out rate

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

Graduation Rate	All Students	Black	White	Econ. Disadvantaged
2008	78%	64.5%	84.1%	70.3%
2009	80.9%	76.6%	83.6%	80.3%
2010	82.3%	78%	85.3%	79%
2011	78.8%	70.4%	84.3%	78.7%
2012	90%	90%	90%	90%
2013**	Not released yet	Not released yet	Not released yet	Not released yet

**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 2013 has not yet been published by the Georgia Department of Education. Results are anticipated in the Fall of 2013.

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	2005	2006	2007	2008	2009	2010	2011	2012	2013
HH	80%	94.1%	94.06%	97.47%	95.2%	95.1%	94.8%	95.4	94.9
GP	94.32%	95.42%	95.22%	96.04%	96.3%	96.2%	95.7%	96.5	95.7
CC	95.84%	96.1%	95.92%	95.96%	96.3%	96%	96.6%	97.1	96.4
TCM	95.25%	96.08%	94.62%	94.27%	95.3%	95.1%	95.5%	95.2	95.3
TCC	93.76%	94.9%	93.92%	92.76%	91.5%	92.5%	94..4%	92.4	94.3

Percent of students with more than 15 days absent

Schools	2005	2006	2007	2008	2009	2010	2011	2012	2013
HH	NA	13.8%	15.4%	5.8%	6.9%	6.9%	9.9%	11.91	12.8
GP	10.8	11.5%	8.4%	6.6%	6.4%	6.4%	8.2%	5.3	11.1
CC	8.6	7%	8.3%	9.1%	8.1%	8.1%	4.8%	2.8	6.2
TCM	13.1	9%	8.3%	12.8%	10.7%	10.7%	11.8%	13.6	13
TCC	21.8	15.2%	15.42%	24.8%	22.5%	23.9%	24.4%	23.7	20.6

Business Education Exchange abbreviation = B.E.E.

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)
Reduce violence and provide a safe school climate.	Continue *I Can Problem Solve* program and Conscious Discipline. (HH)	I-2, 3 PO-4 SC-1, 2	4	3	ICPS Training for new staff, No Cost	None	School Administrators	2006-2014	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	2008-2014	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)	SC-1, 2	4	3	None	Teacher salary	Administrators	2007-2014	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 Dept., Health Teachers, No Cost – No funds from T-IV used	School Administrators, School Resource Officer	2006-2014	Discipline Referrals	State Discipline Report	Decrease in discipline referrals
	Continue to employ School Resource Officers. (TCM, TCC, BH)	PO-3, 4	4	3	None	Sheriff's Dept.	System Office, School Administrators	2006-2014	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)	PO-4 L-3 SC-2	4	3	Conscious Discipline; Terry Alderman's Discipline Strategies, ~~PBIS,~~ PL, T-IIA, T-VIB, $10,000	Discipline Resource Books, T-IIA, PL, $500	School Administrators, Discipline Committee, BST Leaders	2006-2014	Discipline Referrals	State Discipline Report	Decrease in discipline referrals
	Continue ~~Peer Mediation, add~~ Teachers as Advisors (TAA) program. (~~TCM,~~ TCC, BH)	PO-4 L-3 SC-2 SFC-1	4	3	~~None,~~ PL for TAA	Counselors, PL, Title VIB, Title I	Counselors, School Administrators	2006-2014	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	None	None	School Administrators, SRO	2006-2014	Periodic review of procedures, ongoing training of staff	Safety Plan	Decrease in discipline referrals, results of practice drills
	Collaborate with local treatment providers through Student Support Services Network meetings. (HH, GP, CC, TCM, TCC, BH)	SFC-3	4	3	None	Local Providers, Lisa Williams, No Cost	Assistant Superintendent for Student Services, Counselors	2006-2014	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) <mark>Train certified staff annually</mark>	PO-4 SC-2	4	3	CPI Training, No Cost	Director of Student Services, RESA, No Cost, First Aid books and nurses, $1500 per school	School Administrators, Counselors, Trained Staff, SRO, <mark>Director of Special Education</mark>	2006-2014	Roster of trained staff	Roster of trained staff	Use of skills documented by school
<mark>Program discontinued</mark>	~~Continue PBIS (Positive Behavior Intervention Support) system-wide (HH, GP, CC, TCM, TCC, buses, BH)~~	~~PO-3, 4~~ ~~SC-1, 2~~	~~4~~	~~3~~	~~Jeanene Wier, Jean Ramirez, DOE, No cost~~	~~$1000, local incentives~~	~~School Administrators, Discipline Committee~~	~~2009-2014~~	~~Discipline referrals~~	~~State Discipline Report~~	~~Decrease in Discipline Referrals~~

Reduce use of alcohol and drugs by students.	Continue Alcohol Drug Awareness Program (ADAP) at TCC. (TCC, BH)	I-2 SC-1 PO-4	4	3	None	Health Teachers, No Cost	School Administrators	2006-2014	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, <mark>School Resource Officer</mark>	2006-2014	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)	I-2 SC-1 PO-4	4	3	None	Health Teacher, No Cost	School Administrators	2006-2014	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 through increased parental and community involvement	Continue classroom parent activities and workshops along with participation in community and school-wide events, including migrant PAC. (HH, GP, CC, TCM, TCC, BH)	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, ~~Resource Coordinators,~~ Migrant and ESOL staff.	2006-2014	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	2006-2014	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	2006-2014	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)	SC-1, 2 SFC-1, 3	4, 5	3	None	Leadership Team, Local Funds, $250	Leadership Team	2006-2014	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)	SFC-1, 2, 3	4	3	None	Parent Coordinator Salaries, Title I	Director of Federal Programs, Assessment and Accountability, School Administrators	2006-~~2013~~ 2014	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, TCC, BH) | 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, BST Leaders, office staff, Superintendent | 2006-~~2013~~ 2014 | 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, ~~GP~~) | 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 Specialist, School Administrators | 2006-~~2013~~ 2014 | Teacher and Parent Surveys, Anecdotal notes about conferences | Teacher and Parent Surveys, Anecdotal notes about conferences | Increase in the number of parents participating |

	Parent mentor program for special needs students and families	I-1, 3 SFC-1, 2 SC-1	4	3	Faculty Meetings	Parent Mentor state grant	Special Ed. Director		Survey	End of year state report	Increase 8th grade parent participation with IEPs and transition plans.
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, TCC, TCM, BH)	PO-2 SFC-1, 2	4	3	None	None	School Administrators, BST Leaders, Assistant Superintendent for Student Services, and Parent Involvement Coordinators, Assistant Superintendent for Administrative Services	2006-~~2013~~ 2014	Review ADA with Better Seeking 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), ~~Fuel up Play 60 (TCM)~~	Sc-1. 2 SFC-2 I-2	4	3	None	None	Wellness Committee, System Staff, School Administrators, Assistant Superintendent for Student Services	2006-~~2013~~ 2014	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, ~~TCM~~, ~~TCC~~)	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-~~2013~~ 2014	Policy in place	Snacks served	Reduction in obesity
	Provide aligned Health and PE resources by reviewing, Health and PE textbooks in K-12. (HH, GP, CC, TCM, TCC) Follow a healthy habit snack policy for staff and students. (HH, GP, CC, TCM, TCC)	C-2, 3 PO-2, 3 I-2	1, 2, 3, 5	1, 3	PL, $800	no cost	PE instructors, school administrators, Associate Superintendent for Teaching and Learning, Dept. Chairpersons, textbook committee teachers School Administrators, Health Teachers, School Nurse, Nutrition Dept.	<mark>2010-2012</mark>	Improvement in Health and PE skills	Improvement in Health and PE skills	Improvement in Health and PE skills as evidenced by student performance ~~in pilot classrooms and grades of students in pilot classrooms, PACER test.~~ <mark>On fitnessgram</mark>

	Encourage nutrition education across the curriculum through a variety of school-wide media sources. (HH, GP,CC, TCM, ~~TCC~~)	I-2 SC-1 SFC-1, 2	4	3	None	None Health M Powers (TCM)	Health and PE Teachers, Nutrition Department	2006-~~2013~~ 2014	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 for physical exercise. (HH, GP, CC, TCM, TCC, BH)	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 (TCM), Hoops for Heart(TCM), Field Day (TCM), "Walk Across the US" and intramurals (TCC); CDs	PE and Health Teachers, School Administrators, School Nurses	2006-~~2013~~ 2014	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, ~~Report from PACER test~~ Fitnessgram results

						for HH classes, track paving, T-VIB, $700 (for CDs), $10,000 local maintenance money					
	Provide breakfast <mark>and lunch</mark> at no cost for all students including breakfast served in the classroom for students in Pre K-8. (HH, GP, CC, TCM, BH)	I-2 C-2 SC-1 SFC-1, 2	4	3	None	Nutrition press releases, Principals' Accounts, Local Funds, PTO, $700 per school ~~None~~	Nutrition Department	2006-~~2013~~ 2014	Monitor # of students eating breakfast	Documentation of number of students eating breakfast at each school	Reduction in obesity and decrease in student and staff absences
Decrease staff absences	Improve staff attendance by recognizing teachers with perfect attendance ~~monthly~~ (HH, GP, CC, TCM, TCC, BH)	SC-1 SFC-1 PO-2 SFC-1, 2	4	3	None	Principals' accounts and local funds, $2000 per year	Assistant principals	2008-~~2013~~ 2014	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
2007-2008	Title I Schools	98.1	1.9
	Non-Title I Schools	90.7	9.3
	Charter School	100	0
2008-2009	Title I Schools	99.1	.09
	Non-Title I Schools	89.7	10.3
	Charter School	100	0
2009-2010	Title I Schools	99.3	0.7
	Non-Title I Schools	93	7
	Charter School	82.8	17.2
2010-2011	Title I Schools	99.1	0.9
	Non-Title I Schools	96.8	3.2
	Charter School	100	0
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

Hi-Q Paraprofessionals

School Year	School Type	% Highly Qualified	% Not Highly Qualified
2007-2008	Title I Schools	100	0
2008-2009	Title I Schools	100	0
2009-2010	Title I Schools	100	0
2010-2011	Title I Schools	100	0
2011-2012	Title I Schools	100	0
2012-2013	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 highly qualified teachers and paraprofessionals	Continue to use and expand online application process. Attend job fairs. Monitor all new hire Hi-Q 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, Relocation Grant RT3	Superintendent, ==Human Resource Specialist==, Principals, Superintendent	2006-~~2013~~ 2014	Highly Qualified Report	Applicants, job postings, job fair attendance and number of contacts from job fairs	% positions filled with highly qualified and fully certified teachers
Increase and retain Maintain 100% of exceptional education teachers who are highly qualified.	Advise teachers on a regular basis regarding coursework and GACE needs to become Hi-Q. 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-~~2013~~ 2014	Monitor Hi-Q and coursework	Number of GACE exams taken, teacher assignments	% Special Education teachers highly qualified and fully certified and % GACE exams passed

Increase the percentage of all teachers who are highly qualified	Complete remediation plan for every non-highly qualified teacher	PL-3	3	1, 3	TAPP, OYSP, college coursework	Title IIA, $2650	System Leadership	2011-~~2013~~ 2014	Progress toward certification	Certification documents, Remediation plans	Student performance data
Use class size reduction model to enhance student achievement	Provide ~~five~~ four CSR teachers (HH, GP, CC, TCM)	PO-3	1	1,3	Title IIA $700 Learning Focused Schools Unit Writing, Achievement Series	Title I, Title IIA $249,749	Principals, System Leadership	2011-~~2013~~ 2014	Student achievement data; school achievement goals	Benchmarks, unit plans, achievement test scores	Achievement results
Maintain Hi-Q Administrators	Provide PL learning for administrators Train ALL administrators and teachers on Teacher Keys Evaluation System (TKES) and Leader Keys Evaluation System (LKES)	PO-1, 2 L-2 PL-3	3	3, 4	T-IIA, $3200, Relocation Grant RT3	T-IIA, $2700 Relocation Grant RT3	System Leadership, Associate Superintendent for Teaching and Learning, ~~High~~ All School Administration	2006-~~2013~~ 2014	Staff ratings on TKES and LKES	Share helpful hints	Staff ratings on TKES and LKES

additional LEA performance goals that can not be addressed in one of the goals below. You may also add additional system goals as applicable.

NCLB Performance Goal 1: By 2013-2014, 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 2009); updated district web site.
- Technology staff creates annual class rosters for OAS and Achievement Series

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	Technology Staff School administrators, <mark>Director</mark> of Instructional Technology	2012-2015	Inventory, number of hits 10% increase in use of websites annually	Inventory of Software, log of use of software Records of website visits documented	Number of hits on website. 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	<mark>~~Director~~</mark> ~~of Technology~~ Assistant Superintendent for Student Services, Student Information System Coordinator	2012-2015	Number of registered parents Number of hits by parent	Parent registration forms housed in System Information Services Coordinator's office	Number of hits on website Parent feedback

	Continue to provide site-based Instructional Technology Specialists to provide support for teachers and students with technological skills (HH, GP, CC, TCM, BH)	I-1, 2, 3 PO-1, 2 L-1, 3	1, 2, 5	3	None	Salaries, T-I	School Principals	2012-2015	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 CRCT and GHSGT scores. Software includes, but is not limited to, Brain Pop, Study Island, Education City, USA Test Prep, Renaissance Learning products, Reading Eggs, OAS, etc. (Tech Goal 3)	SFC-1, 2	1, 2, 5	3	Staffs from each school and technology staff attend annual state training sessions for OAS and SAT online	Annual dues to maintain software paid by federal funds and local funds. Some applications such as OAS are provided by GaDOE	Technology Staff All Teachers Media Specialists, Director of Instructional Technology, School Principals	2012-2015	OAS tests developed log: logs of other preparation software use	Technology Staff evaluates test preparation software packages 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 Rose.Net to provide 1 GB service to the schools.	C-2 SFC-3	1, 2, 5	3	Technology Coaches in each school will assist teachers and students in locating Internet Resources, No Cost	Thomas County Schools qualifies for 77% discount with E-Rate. Telecommunications is funded 77% by E-Rate and 23% by General Funds if approved	Technology Staff	2012-2015	Service available in schools. All schools will have wireless coverage for 100% of the facility by FY2014	Teacher lesson plans Instructional Technology Specialists logs Student Work	Student Work
	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)	PO-2, 3	1, 2, 5	3	None	Thomas County Schools qualifies for 77% discount with E-Rate. Electronic upgrades are funded 77% by E-Rate and 23% General Fund if approved	Technology Staff	2012-2015	Service available in schools Switches at all locations should be updated to gigabit switches by FY2015. Cabling at Cross Creek and Garrison-Pilcher should be 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 qualifies for 77% discount with E-Rate. Interactive Distance Learning is funded 77% by E-Rate and 23% by General Funds if approved	Technology Staff Media Specialist	2012-2015	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	Technology Staff	2012-2015	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	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	2012-2015	Software in place	List of software	Use of academic software, State Test Scores

Create 21st Century Learning Environments	Increase the number of classrooms using sound field technology, projectors, and Interactive Response systems, Interactive white boards, Tablets, Etc. (Tech goal 2)	C-2 I-2, 3 A-1, 2	1, 2, 5	3	Train the Trainer Method with Instructional Technology Specialists who then redeliver to teachers	Projectors, Mounting Brackets & 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 Fund. Interactive Response Systems Cost $1963.00, 3 classes per year, , T-VIB, General Funds	Technology Staff	2012-2015	Monitor usage of technological tools	Teacher lesson plans and Student Portfolios	Performance-based assessment. Analysis of student test data comparing students in 21st century classrooms vs. students not in 21st Century classrooms.

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.	TCS will continue the definition, criteria, and assessment for the 8th grade Technology Literacy Proficiency Testing.	A-1, 2, 3 C-3	1, 2, 5	3	Training for test administrators as needed, no cost	Assessment Development and reproducible costs, $3500.00,	TCMS Principal and Instructional Technology Specialist	2012-2015	Assessment in place	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	Improvement in technology literacy skills

	Strategy				Funding Source		Person Responsible	Timeline	Evaluation		
	Provide access for Virtual-school students to K-12 online learning program, Ga Virtual School, A+, Aventa, 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	Associate Superintendent for Teaching and Learning, Assistant Superintendent for Student Services	2012-2015	Parent surveys, FTE reports, Attendance	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	Associate Superintendent for Teaching and Learning, Technology Implementation Coordinator	2012-2015	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	Technology Implementation Coordinator	2012-2015	All servers less than 5 years old by 2015	Annual technology inventory	All servers less than 5 years old by 2015
	Increase wireless access(Tech goal 1)	A-1, 2, 3 C-3	1, 2, 5	3	None	SPLOST	Technology Implementation Coordinator	2012-2015	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 and 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	2012-2015	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. (Tech goal 1)	A-1, 2, 3 C-3	1, 2, 5	3	None	SPLOST	Technology Implementation Coordinator School Principals	2012-2015	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	Technology Implementation Coordinator School Principals	2012-2015	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	No cost	<mark>Director</mark> of Instructional Technology School Principals, Instructional Technology Specialists	2012-2015	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, and Ga Virtual School Credit Recovery. (Tech Goal 2)	A-1, 2, 3 C-3	1, 2, 5	3	Parent information meetings	State and Local Funds	Associate Superintendent for Teaching and Learning	2012-2015	FTE reports, Attendance	Provide 100% access	FTE reports, Attendance
	Utilize software to disaggregate data for the purpose of differentiating instruction and increasing student achievement. Currently using Achievement Series for benchmark testing, and this will be evaluated to determine effectiveness. (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	2012-2015	Disaggregated data will be given to teachers for students in their classrooms each year.	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	2012-2015	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	2012-2015	Administrators and teachers utilize software maintain students records	Annual training on all software for teachers and administrators	Improved student achievement
	Provide access and training to the State Longitudinal Data System (SLDS) to 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, ==Director== of Instructional Technology	2012-2015	Usage reports from GaDOE	100% access to state website through SIS for school staff	Targeted improvement of student learning
	Provide and maintain handheld devices for administrative use (Tech goal 4)	A-1, 2, 3 C-3	1, 2, 5	3	PL	SPLOST	Associate Superintendent for Teaching and Learning Technology Implementation Coordinator	2012-2015	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	2012-2015	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