

Camden County Schools
Outcome Based Continuous Improvement Plan
2019-2020
Summary Report-First Draft

Worksheet Name	School/Dept:	Critical Issue:	S.M.A.R.T. Objective:	Strategic Focus Area:	CCS Goal:	Performance Indicator: (Lagging Indicator)	Outcome	Report Date:	Report Format:	Status:
FA1-ELA	Central Office	The FY 19 GMAS performance revealed that 38% of students in grades 3-12 are performing below the proficient performance level on the ELA EOG/EOC.	To increase the percentage of students in grades 3-12 meeting proficient or higher on the GMAS ELA EOG/EOC from 58% to 63% (ES), 57% to 60% (MS), & 73% to 76% (HS)	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	FY 20 GMAS EOG/EOC ELA	0	6/1/20	1 - Oral Report to BOE	In Progress
FA1-Math	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
FA1-Science	Central Office	The FY19 GMAS performance revealed that 40% of students in grade 5 are performing below the proficient performance level on the Science EOG.	To increase the percentage of students in grade 5 meeting proficient or higher on the GMAS Science EOG from 60% to 63% (ES).	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	FY 20 GMAS EOG/ Science	0	6/1/20	1 - Oral Report to BOE	In Progress
FA1-Social Studies	Central Office	The FY19 GMAS performance revealed that 42% of students in grades 3-12 are performing below the proficient performance level on the Social Studies EOG/EOC.	To increase the percentage of students in grades 3-12 meeting proficient or higher on the GMAS Social Studies EOG/EOC from 45% to 48% (ES), 50% to 53% (MS), & 68% to 71% (HS)	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	FY 20 GMAS EOG/EOC Social Studies	0	6/1/20	1 - Oral Report to BOE	In Progress
FA2-Personnel	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
FA3-Student Services-6-12 GSHS	Central Office - Student Services	A review of the FY15-FY19 3-12 Georgia Student Health Survey 2.0 student responses revealed a need for greater student support with regard to social emotional related issues and general well-being.	To increase the percentage of student exposure to social emotional and general well-being interventions to 100%.	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.4 Develop relationships with every student to motivate, inspire and challenge them to succeed	2020 GA Student Health Survey 2.0	0	6/3/20	1 - Oral Report to BOE	In Progress
FA4-Finance-Staffing	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
FA4-Finance-Star Rating	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
FA4-School Nutrition Program	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
FA4-Technology	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
FA4-Transportation	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
FA5-Parent Engagement	Central Office	The 2019 Georgia Parent Survey revealed an average of 89.5% of parents were in agreement with the items surveyed on questions 12, 14,16 1nd 17.	To increase the percent of parents responding positively to questions related to interpersonal relations on the 2020 Georgia Parent Survey from 89.5% to 93%	5. Strong Parental and Community Support: Increase stakeholder understanding, trust and support of public schools.	Goal 5.2 Stakeholder trust and confidence in schools and the system	2020 Georgia Parent Survey	0	6/3/20	1 - Oral Report to BOE	In Progress

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CCHS-Math	Camden County High School	The 2019 EOC data revealed that 59% of students scored at the proficient or distinguished level in math as indicated on the Coordinate Algebra EOC and Analytic Geometry EOC.	To increase the percentage of students performing at proficient or distinguished learner levels in math on the EOC by 3% from 59% to 62%	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.4 Rigorous, relevant curriculum that exceeds state and national expectations	FY20 Coordinate Algebra and Analytic Geometry EOC Data	0	6/6/20	1 - Oral Report to BOE	In Progress
CCHS-Social Studies	Camden County High School	The 2019 EOC data revealed that 68% of students scored at the proficient and distinguished levels in social studies as indicated on the Economics and U.S. History EOC.	To increase the percentage of students performing at proficient and distinguished learner levels in social studies on the EOC by 3% from 68% to 71%	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.4 Rigorous, relevant curriculum that exceeds state and national expectations	FY 20 Economics and U.S. History EOC data	0	6/6/20	1 - Oral Report to BOE	In Progress
CCHS-Suicide Prevention	Camden County High School	The 2017 Georgia School Health Survey results revealed that 15.68% of 8th graders, 10.73% of 9th graders, 8.47% of 10th graders, 10.45% of 11th graders, and 7.22% of 12th graders have seriously considered suicide.	To decrease the percentage of students who consider suicide by 3% which would yield 12.68% of 9th graders, 7.73% of 10th graders, 5.47% of 11th graders, 7.45% of 12th graders.	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 3.1 Safe, inviting schools free of harmful behavior that support high student achievement	2019 Georgia Student Health Survey Results	0	6/6/20	1 - Oral Report to BOE	In Progress
CMS-ELA	Camden Middle School	The 2019 Georgia Milestones Assessment System EOG data revealed that 50.84% of all students in grades 6-8 scored at the proficient and distinguished levels in English Language Arts.	Increase the percentage of 6-8 grade students designated as proficient or higher on the GMAS ELA EOG from 50.84% in 2019 to 53.84% in 2020.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 Georgia Milestones	0	1/0/00	0	0
CMS-Math	Camden Middle School	The 2019 Georgia Milestones Assessment System EOG data revealed that 48.27% of all students in grades 6-8 scored at the proficient and distinguished levels in Math.	Increase the percentage of 6-8 grade students designated as proficient or higher on the GMAS math EOG from 48.27% in 2019 to 51.27% in 2020.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2019 Georgia Milestones	0	1/0/00	0	0
CMS-Social Studies	Camden Middle School	The 2019 Georgia Milestones Assessment System EOG data revealed that 43.26% of all students in grade 8 scored at the proficient and distinguished levels in Social Studies.	Increase the percentage of 8th grade students designated as proficient or higher on the GMAS SS EOG from 43.26% in 2019 to 46.26% in 2020.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 Georgia Milestones	0	1/0/00	0	0
CRES-ELA	Crooked River Elementary School	The 2019 GMAS EOG revealed that 57.14% of students in grades 3-5 scored at the proficient and/or distinguished levels in ELA.	To increase the percent of students scoring at the proficient and distinguished learner levels on the 2020 ELA GMAS EOG from 57.14% to 60.14%	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 ELA GMAS EOG	0	6/2/20	1 - Oral Report to BOE	In Progress
CRES-Math	Crooked River Elementary School	The 2019 GMAS EOG revealed that 62.33% of students in grades 3-5 scored at the proficient and/or distinguished levels in Math.	To increase the percent of students scoring at the proficient and distinguished learner levels on the 2020 Math GMAS EOG from 62.33% to 65.33%	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 Math GMAS EOG	0	6/2/20	1 - Oral Report to BOE	In Progress
CRES-Social Studies	Crooked River Elementary School	The 2019 GMAS EOG revealed that 38.09% of students in grade 5 scored at the proficient and/or distinguished levels in Social Studies.	To increase the percent of students scoring at the proficient and distinguished learner levels on the 2020 Social Studies GMAS EOG from 38.09% to 41.09%	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 Social Studies GMAS EOG	0	6/2/20	1 - Oral Report to BOE	In Progress
DLRES-ELA	David L. Rainer Elementary School	The 2019 GMAS data revealed that 64% of all students in grades 3-5 are scoring at the proficient and distinguished performance levels on the ELA EOG.	Increase the percentage of students scoring at the proficient and distinguished performance levels in ELA on the 2020 EOG from 64% to 67%	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS EOG ELA	0	5/28/20	1 - Oral Report to BOE	In Progress
DLRES-Math	David L. Rainer Elementary School	The 2019 GMAS data revealed that 62% of all students in grades 3-5 are performing at the proficient and distinguished performance levels on the Math EOG.	Increase the percentage of students scoring at the proficient and distinguished levels in math on the 2019 EOG from 62% to 65%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS Math	0	5/28/20	1 - Oral Report to BOE	In Progress
DLRES-Social Studies	David L. Rainer Elementary School	The 2019 GMAS data revealed that 58% of 5th grade students are scoring at the proficient and distinguished performance levels on the Social Studies EOG.	Increase the percentage of students scoring at the proficient and distinguished performance levels in Social Studies on the 2020 EOG from 58% to 61%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS Social Studies	0	5/28/20	1 - Oral Report to BOE	In Progress
KES-ELA	Kingsland Elementary School	The 2019 EOG data revealed that 62% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels in Language Arts.	Increase the percentage of students scoring at the proficient and distinguished learner level by 3% of 62% (63.86%) or meet the CCRPI target on the 2020 EOG Language Arts.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS ELA EOG	0	6/1/20	1 - Oral Report to BOE	In Progress

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KES-Math	Kingsland Elementary School	The 2019 EOG data revealed that 70% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels on the Math EOG.	Increase the percentage of students performing at the proficient and distinguished learner levels by 3% of 70% (72.1%) or meet the CCRPI target on the 2020 Math EOG.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS Math EOG	0	6/1/20	1 - Oral Report to BOE	In Progress
KES-Social Studies	Kingsland Elementary School	The 2019 EOG data revealed that 42% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels in Social Studies.	Increase the percentage of students scoring at the proficient and distinguished learner level from 42% to 50% or meet CCRPI target on the 2020 Social Studies EOG.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS SS EOG	0	6/1/20	1 - Oral Report to BOE	In Progress
KES-Science	Kingsland Elementary School	The 2019 EOG data revealed that 60% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels in Science.	Increase the percentage of students scoring at the proficient and distinguished learner level from 60% to 63% or meet CCRPI target on the 2020 Science EOG.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS Science EOG	0	6/1/20	1 - Oral Report to BOE	In Progress
MLGES-ELA	Mamie Lou Gross Elementary School	The 2019 GMAS revealed 49% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the ELA EOG.	To increase the percentage of students in grades 3-5 performing at the proficient and distinguished performance levels in ELA on the 2020 EOG from 49% to 52%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	0	2020 GMAS EOG ELA	0	June 4,2020	1 - Oral Report to BOE	In Progress
MLGES-Math	Mamie Lou Gross Elementary School	The 2019 GMAS revealed 60% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the Math EOG.	To increase the percentage of students in grades 3-5 performing at the proficient and distinguished performance levels in Math on the 2020 EOG from 60% to 63%	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS EOG Mathematics	0	6/4/20	1 - Oral Report to BOE	In Progress
MLGES-Social Studies	Mamie Lou Gross Elementary School	The 2019 GMAS revealed that 15 % of all 5th grade students performed at the proficient level or above on the Social Studies EOG.	To increase the percentage of students in grade five performing at the proficient level or above on the Social Studies EOG from 15% to 44%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS EOG Social Studies	0	6/4/20	1 - Oral Report to BOE	In Progress
MLCES-ELA	Mary Lee Clark Elementary School	The 2019 EOG data revealed 59.7% of all students in grades 3-5 performed at or above the "proficient" performance level on the ELA EOG.	Increase the percentage of students performing at or above the "proficient" level in ELA on the 2020 EOG from 60% to 63%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 ELA EOG	0	5/31/20	1 - Oral Report to BOE	In Progress
MLCES-Math	Mary Lee Clark Elementary School	The 2019 EOG data revealed 70% of all students in grades 3-5 performed at or above the "proficient performance level" on the Math EOG.	Increase the percentage of students performing at or above the "proficient" level in Math on the 2020 EOG from 72% to 75%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 Math EOG	0	5/31/20	1 - Oral Report to BOE	In Progress
MLCES-PBIS	Mary Lee Clark Elementary School	During the 2018-2019 school year, data from Educator's Handbook revealed 82.5 days were lost due to ISS and OSS discipline infractions.	Lower the number of lost instructional days from 82.5 to 76.5 lost instructional days due to ISS and OSS discipline infractions.	3. Supportive Learning Environments: Provide safe, orderly environments that support learning.	Goal 1.1 Mastery of essential knowledge and skills by all students	Educators's Handbook Disaggregated Report	0	5/31/20	0	0
MHES-ELA	Matilda Harris Elementary School	The 2019 GMAS data revealed that 57% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the ELA EOG.	Increase the % of students performing in the proficient and distinguished performance levels from 57% to 60% on the 2020 ELA EOG for grades 3-5.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 ELA GMAS EOG	0	6/2/20	1 - Oral Report to BOE	In Progress
MHES-Math	Matilda Harris Elementary School	The 2019 GMAS data revealed 63% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the Math EOG.	Increase the % of students performing in the proficient and distinguished from 63% to 66% on the 2020 Math EOG for grades 3-5.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 Math GMAS EOG	0	6/2/20	1 - Oral Report to BOE	In Progress
MHES-Social Studies	Matilda Harris Elementary School	The 2019 GMAS EOG data revealed that 45% of students in grades 3-5 performed at the proficient and distinguished performance levels on the Social Studies EOG.	Increase the % of students performing in the proficient and distinguished levels from 45% to 48% on the 2020 Social Studies EOG for grades 3-5.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 SS GMAS EOG	0	6/2/19	1 - Oral Report to BOE	In Progress
SMES-ELA	St. Marys Elementary School	A review of the FY19 GMAS ELA performance in grades 3-5 revealed that 25% of students werer performing at the Level 2 Developing proficiency level.	To increase the percentage of students in grades 3-5 meeting or exceeding proficiency on the GMAS ELA EOG from 59% to 64%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	FY20 GMAS EOG ELA	0	6/3/20	1 - Oral Report to BOE	In Progress

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SMES-Math	St. Marys Elementary School	A review of the FY19 GMAS MATH performance in grades 3-5 revealed that 34% of students were performing at the Level 2 Developing proficiency level.	To increase the percentage of students in grades 3-5 meeting or exceeding proficiency on the GMAS MATH EOG from 60% to 65%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.4 Rigorous, relevant curriculum that exceeds state and national expectations	GMAS 2020 EOG Math	0	6/3/20	1 - Oral Report to BOE	In Progress
SMES-Social Studies	St. Marys Elementary School	A review of the FY19 GMAS Social Studies performance in grade 5 revealed that 43% of students were performing at the Level 2 Developing proficiency level.	To increase the percentage of students in grade 5 meeting or exceeding proficiency on the GMAS Social Studies EOG from 52% to 57%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	FY20 GMAS EOG Social Studies	0	6/3/20	1 - Oral Report to BOE	In Progress
SMMS-ELA	St. Marys Middle School	An analysis of the 2019 Georgia Milestones Assessment System data revealed that 64% of FAY students are performing at the proficient or distinguished performance levels on the ELA assessments.	To increase the ELA GMAS performance at the proficient or distinguished levels from 64% to 67% for FAY students	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS ELA EOG	0	1/0/00	1 - Oral Report to BOE	In Progress
SMMS-ELA-SPED	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
SMMS-Math	St. Marys Middle School	An analysis of the 2019 Georgia Milestones Assessment System data revealed that approximately 58% of all students are performing at the "proficient" or "distinguished" performance levels on the math assessments.	To increase the math GMAS performance levels at the "proficient" or "distinguished" levels from 58% to 61% for FAY students	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS math EOG	0	1/0/00	1 - Oral Report to BOE	In Progress
SMMS-Math-SPED	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!
SES-ELA	Sugarmill Elementary School	The 2019 GMAS data revealed 65% of all students in grades 3-5 performed at "proficient" or "distinguished" performance levels on the ELA EOG.	To increase the percentage of students performing in the "proficient" or "distinguished" performance levels in ELA on the 2020 EOG from 65% to 68%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS EOG ELA	0	6/1/20	1 - Oral Report to BOE	In Progress
SES-Math	Sugarmill Elementary School	The 2019 GMAS data revealed that 72% of students in grades 3-5 performed at "proficient" or "distinguished" performance levels on the Math EOG.	To increase the percentage of students performing in the "proficient" or "distinguished" performance levels in Math on the 2020 EOG from 72% to 77%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS EOG Math	0	6/1/20	1 - Oral Report to BOE	In Progress
SES-Writing	Sugarmill Elementary School	The 2019 GMAS data revealed 35% of all students in grades 3-5 performed at 3 or 4 on the writing scoring scales on the ELA EOG.	To increase the percentage of students performing on the writing scoring scales to 3 and 4 in ELA on the 2020 EOG from 35% to 38%.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS EOG Writing	0	6/1/20	1 - Oral Report to BOE	In Progress
WES-ELA	Woodbine Elementary School	The 2019 GMAS data revealed 43% of all students in grades 3-5 performed below the "proficient" performance level on the ELA EOG.	Increase the % of students performing at or above the "proficient" performance level from 57% to 60% on the 2020 GMAS EOG in ELA.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS EOG ELA	0	6/1/20	1 - Oral Report to BOE	In Progress
WES-Math	Woodbine Elementary School	The 2019 GMAS data revealed 34% of all students in grades 3-5 performed below the "proficient" performance level on the math EOG.	Increase the % of students performing at or above the "proficient" performance level from 62% to 65% on the 2020 GMAS EOG in Math.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS EOG Math	0	6/1/20	1 - Oral Report to BOE	In Progress
WES-Social Studies	Woodbine Elementary School	The 2019 GMAS EOG data revealed 66% of all 5th grade students performed below the "proficient" performance level on the social studies EOG.	Increase the % of students performing at or above the "proficient" performance level from 44% to 47% on the 2020 GMAS EOG in SS.	1. High Academic Achievement: Raise the academic challenge and performance of each student.	Goal 1.1 Mastery of essential knowledge and skills by all students	2020 GMAS EOG SS	0	6/1/20	1 - Oral Report to BOE	In Progress

Camden County Schools Action Plan 2019-2020

School/Dept: Central Office

Critical Issue: The FY 19 GMAS performance revealed that 38% of students in grades 3-12 are performing below the proficient performance level on the ELA EOG/EOC.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3-12 meeting proficient or higher on the GMAS ELA EOC/EOG from 58% to 63% (ES), 57% to 60% (MS), & 73% to 76% (HS)

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

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

**Performance Indicator:
(Lagging Indicator)** FY 20 GMAS EOG/EOC ELA

Outcome: _____

Final Report Date: 6/1/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
ELA teachers in grades 1-5 will administer common assessments based upon the pacing to identify the needs of all students and apply interventions based on the level of student performance.	T. Tucker	Focus Area 1	Dec 16 & Mar 26	Title I; Instructional Ext. Funds (IE)	55 & 60% of students scoring 70% or higher on CA's to demonstrate mastery
Teachers will create differentiated lessons to improve Lexile performance in grades 1-5 and monitor Lexile growth goals to improve EOG Lexile performance	T. Tucker	Focus Area 1	Nov. 28, Jan 23, Mar 26	Title I; IE	40, 50, & 60% of students meeting EOY targets
Teachers will administer Write Score writing tools in grades 3-5 to analyze data related to Trait 1 for Informational writing and the 4 point scale for Reading Narrative writing. Feedback through conferencing and small group instruction will focus on areas of strengths/deficits in writing.	T. Tucker	Focus Area 1	Dec. 16, Feb. 27	Title I; WriteScore	35% of students scoring 3 or 4 on Reading Narrative & 50% of students scoring 3 or 4 on Trait 1 Informational
ELA teachers in grades 6 - 12 will administer common assessments based upon the pacing to identify the needs of all students and apply research based interventions based on individual student performance	P. Davis	Focus Area 1	Dec 16 & Mar 26	LFS, SREB, IE, Title I	Students will increase the average score on mastery assessments by 3% from FY19 to FY20.
ELA teachers in grades 6 - 12 will apply researched based practices to increasing Lexile performance and monitor individual growth goals.	P. Davis	Focus Area 1	Oct. 21, Dec. 12, Mar 19	Read Theory, LFS, SREB, IE, Title I	By mid-year 40% of students will meet Lexile target. By beginning of 4th quarter 60% will meet EOY targets.
Implement the LFS Course 3 Catching Kids Up strategies in SPED classes and monitor the impact on Lexile performance.	V. Melton	Focus Area 1	Dec. 16, Feb. 27	IDEA	Increase the % of students meeting EOY Lexile - 40% 1st SEM MAP, 60% 2nd SEM MAP, 70% EOG
Implement the Reading Eggs/Reading ESL SMART in ESOL classes to support language acquisition/vocabulary and monitor the impact on Lexile performance.	D. Cato	Focus Area 1	Nov. 28, Jan 23, Mar 26	Title I	By mid-year 100% of the EL students will meet Lexile targets of baseline plus 20L per administration.

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School/Dept: Central Office

Critical Issue: The FY19 GMAS performance revealed that 42% of students in grades 3-12 are performing below the proficient performance level on the Social Studies EOG/EOC.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3-12 meeting proficient or higher on the GMAS Social Studies EOG/EOC from 45% to 48% (ES), 50% to 53% (MS), & 68% to 71% (HS)

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

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

**Performance Indicator:
(Lagging Indicator)** FY 20 GMAS EOG/EOC Social Studies

Outcome: _____

Final Report Date: 6/1/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
SS teachers in grades 3-5 will administer formative/common assessments based upon the pacing to identify the needs of all students and apply interventions based on the level of student performance.	T. Tucker	Focus Area I	Dec 16; Mar 26	Title I ; Instructional Ext.(IE)	50% (Semester 1) & 55% (Semester 2) of students scoring 70% or higher on CA's to demonstrate mastery
SS teachers in grades 6 - 8 will administer formative/common assessments based upon the pacing to identify the needs of all students and apply research based interventions based on the level of student performance.	P. Davis	Focus Area I	Oct. 21, Dec 16; Mar 26	LFS, Title I, IE	Students will increase the average score on mastery assessments by 3% from FY19 to FY20.
Visual Arts teachers in grades 3-5 will support social studies content/vocabulary by integrating content and art-based activities per pacing plan.	T. Tucker	Focus Area I	Dec 16; Mar 26	Title I, Title IV	50% (Semester 1) & 55% (Semester 2) of students scoring 70% or higher on CA's to demonstrate mastery
SS teachers in US History and Economics will administer formative/common assessments based upon the pacing to identify the needs of all students and apply evidence-based interventions based on the level of student performance.	P. Davis	Focus Area I	Oct. 21, Dec 16; Mar 26	LFS, Title I, IE	Students will increase the average score on mastery assessments by 3% from FY19 to FY20.
Grade 5 SS teachers will participate in GADOE facilitated professional learning with a focus on standards and assessment alignment.	S. Cobb	T. Tucker	07/22/19	Elem. Budget	50% (Semester 1) & 75% (Semester 2) of key expectations observed during classroom visits

Camden County Schools Action Plan 2019-2020

School/Dept: Central Office

Critical Issue: The FY19 GMAS performance revealed that 40% of students in grade 5 are performing below the proficient performance level on the Science EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grade 5 meeting proficient or higher on the GMAS Science EOG from 60% to 63% (ES).

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

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

**Performance Indicator:
(Lagging Indicator)** FY 20 GMAS EOG/ Science

Outcome: _____

Final Report Date: 6/1/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
SC teachers in grade 5 will administer formative/common assessments based upon the pacing to identify the needs of all students and apply interventions based on the level of student performance.	T. Tucker	Focus Area I	Dec 16 & Mar 26	Title I ; Instructional Ext.(IE)	50% (Semester 1) & 55% (Semester 2) of students scoring 70% or higher on CA's to demonstrate mastery
Visual Arts teachers in grades 3-5 will support science content/vocabulary by integrating content and art-based activities per pacing plan.	T. Tucker	Focus Area I	Dec 16 & Mar 26	Title I, Title IV	50% (Semester 1) & 55% (Semester 2) of students scoring 70% or higher on CA's to demonstrate mastery

Camden County Schools Action Plan 2019-2020

School/Dept: Central Office - Student Services

Critical Issue: A review of the FY15-FY19 3-12 Georgia Student Health Survey 2.0 student responses revealed a need for greater student support with regard to social-emotional related issues and general well-being.

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

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GA Student Health Survey 2.0

Outcome: _____

Final Report Date: 6/3/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Provide Sources of Strength training to designated 6-12 personnel and students and monitor the implementation of the training strategies.	Dr. Bianca Booker	Focus Area III	8/29; 11/21; 1/23/ 3/26	Sources of Strength; CCAR Grant	100% of the monthly minutes submitted
Continue to implement a plan to address social emotional topics during 9-12 advisement utilizing MFLC support.	HS Director of Counseling Serv.	Focus Area III	8/29; 11/21; 1/23; 3/26	MFLC	100% of the FY20 MFLC Advisement Activities Completed
Continue to implement the Securely web-filtering to monitor for signs of bullying, self-harm, and threats.	Student Services Director	Focus Area III	8/29; 11/21; 1/23; 3/26	Securely Data Reports	Reduce the number of incidents reported by 10% from the baseline.
Continue to implement the Help A Child Smile and monitor participating student attendance.	Health Services Coordinator	Focus Area III	8/29; 11/21; 1/23; 3/26	Mobile Services	Reduce absences for participants by 10% from the baseline.

Camden County Schools Action Plan 2019-2020

School/Dept: Central Office - Maintenance/Operations

Critical Issue: In FY19, the CCS maintenance department completed 66% of the Schooldude maintenance requests in 7 days or less.

S.M.A.R.T. Objective: Increase the percentage of Schooldude workorders completed in 7 days or less from 66% to 71%.

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

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

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

Outcome: _____

Final Report Date: 06/1/019 **Report Format:** 2 - Written Report to BOE **Status:** _____

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Run bi-weekly reports to prioritize workorders that are gretaer than or equal to 3 days old.	Sloan	Blackerby	9/27, 10/25, 12/6		10/25 - KPI Report = 68%; 12/6 - KPI Report = 69%
Create scheduled tasks in Maintennce Direct for requests that can not be completed within 7 days (ie. major projects)	Sloan	Blackerby	9/27, 10/25, 12/7		10/25 - KPI Report = 68%; 12/6 - KPI Report = 69%
Post weekly list of outstanding workorders assigned to technicians.	Blackerby	Sloan	9/27, 10/25, 12/8		10/25 - KPI Report = 68%; 12/6 - KPI Report = 69%

Camden County Schools Action Plan 2019-2020

School/Dept: Central Office - Maintenance/Operations

Critical Issue: In FY19 18% of candidates that entered the CCS Driver Training Program became eligible CCS bus drivers.

S.M.A.R.T. Objective: Increase the % of candidates that become eligible CCS bus drivers from 18% to 50%.

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

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

**Performance Indicator:
(Lagging Indicator)** % of candidates that become eligible CCS bus drivers in FY20

Outcome: _____

Final Report Date: _____ **Report Format:** 3 - Written Summary to Focus Area Work Team **Status:** _____

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Creation of a shared tracking sheet for candidate training component completion.	Dwayne Dimsdale	Mike Blackerby	9/27,11/22,2/28,4/30	Shared Tracking Sheet	Number of drivers at each stage of training.
Candidate scheduling for, and completion of, state mandated 12 hour classroom instruction within 3 weeks of receipt of the approved background check. (100% expectation)	Tawana Webb	Dwayne Dimsale	9/27,11/30,2/28,4/30	Shared Tracking Sheet/Course Rosters/Certificate	% of candidates completed within 3 weeks.
Candidate passing of the 4 components of the CDL written test within 4 weeks of the receipt of the approved background check. (100% expectation)	Tawana Webb	Dwayne Dimsale	9/27,11/30,2/28,4/30	Shared Tracking Sheet/Copy of Driving Permit Filed	% of candidates completed within 4 weeks.
Candidate scheduling for, and completion of, the GA DDS CDL Bus Driving Road Test within 8 weeks of the receipt of the approved background check. (100% expectation)	Tawana Webb	Dwayne Dimsale	9/27,11/30,2/28,4/30	Shared Tracking Sheet/Copy of CDL License Filed	% of candidates completed within 8 weeks.

Camden County Schools Action Plan 2019-2020

School/Dept: Central Office

Critical Issue: The 2019 Georgia Parent Survey revealed an average of 89.5% of parents were in agreement with the items surveyed on questions 12, 14, 16 and 17.

S.M.A.R.T. Objective: To increase the percent of parents responding positively to questions related to interpersonal relations on the 2020 Georgia Parent Survey from 89.5% to 93%

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 Georgia Parent Survey

Outcome: _____

Final Report Date: 6/3/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Professional Development will be provided to staff to develop an understanding of involving, receiving input from and informing parents of their child's school life to increase student achievement on academic standards.	D. Cato	FA-V	12/16/19 & 4/27/20	Parent and Family Engagement Partnership TRNG	An increase in favorable survey responses after Parent Night Meetings (Dates vary by school and grade span)
School personnel will establish and maintain collaborative relationships with families to support children's healthy development by participating in professional learning designed to teach best practices for communicating with parents.	Principals	Director of Federal Programs	10/19/19, 2/19/20, 4/19/20	Building Staff Capacity Professional Learning Modules	20% increase each quarter in Parent-Teacher Mtg participation
Good News Ambassadors will inform families of school level, activities, stories and pictures to promote positive events in schools.	Comm. Specialist	FA V	8/27/19, 12/3/19, 4/29/20	School and System Websites	One monthly news story submittal from each school.
Parent -Teacher Meetings will be conducted to increase parent understanding of academic and behavior expectations.	Title I Interventionist	Director of Federal Programs	10/19/19, 2/19/20, 4/19/20	Building Parent Capacity Professional Learning Modules	20% increase each quarter in Parent-Teacher Mtg participation

Camden County Schools Action Plan 2019-2020

School/Dept: Camden County High School

Critical Issue: The 2019 EOC data revealed that 59% of students scored at the proficient or distinguished level in math as indicated on the Coordinate Algebra EOC and Analytic Geometry EOC.

S.M.A.R.T. Objective: To increase the percentage of students performing at proficient or distinguished learner levels in math on the EOC by 3% from 59% to 62%

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

CCS Goal: Goal 1.4 Rigorous, relevant curriculum that exceeds state and national expectations

**Performance Indicator:
(Lagging Indicator)** FY20 Coordinate Algebra and Analytic Geometry EOC Data

Outcome: _____

Final Report Date: 6/6/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Use contracted tutors and half-time teachers to remediate learning in small groups during the school day as well as before/after/Saturday remediation to address individual student deficits.	Joanne Fry	Joi Martin/ Keith Cloud	09/18, 10/16, 11/20, 02/19, 03/18, 04/15	Tutors and 1/2 time teachers /Title One Funds/IE/SPED	Students will increase average score on formative assessments by 3% from FY19 to FY20
Use FEV tutoring program in selected support classes and for individual at-home tutoring to close skill gaps.	Math Teachers	Joanne Fry	09/18, 10/16, 11/20, 02/19, 03/18, 04/15	FEV Program/Title One Funds	Students will increase average score on formative assessments by 3% from FY19 to FY20
Administer frequent, standards based formative assessments to monitor student progress and before/after/Sat school remediation to address individual student deficits.	Math Teachers	Joanne Fry/Keith Cloud	09/18, 10/16, 11/20, 02/19, 03/18, 04/15	Benchmark and PS Assessment/Math Teacher	Students will increase average score on formative assessments by 3% from FY19 to FY20

Camden County Schools Action Plan 2019-2020

School/Dept: Camden County High School

Critical Issue: The 2019 EOC data revealed that 68% of students scored at the proficient and distinguished levels in social studies as indicated on the Economics and U.S. History EOC.

S.M.A.R.T. Objective: To increase the percentage of students performing at proficient and distinguished learner levels in social studies on the EOC by 3% from 68% to 71%

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

CCS Goal: Goal 1.4 Rigorous, relevant curriculum that exceeds state and national expectations

**Performance Indicator:
(Lagging Indicator)** FY 20 Economics and U.S. History EOC data

Outcome: _____

Final Report Date: 6/6/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Use contracted service tutors and half-time teachers to remediate learning in small groups during the school day as well as before/after/Saturday remediation to address individual student deficits.	Rika Dow/Melanie Sutton	Joi Martin	09/18, 10/16, 11/20, 02/19, 03/18, 04/15	Contracted Tutoring/ Title One Funds/IE/SPED	Typical growth on benchmark assessments and a 5 point average increase on student EOC retests.
The teacher and contracted tutors will provide continuous learning opportunities for students in dual enrollment US History/Economics through an established mastery procedure to ensure continuous improvement and content mastery.	Dual Enrollment Teachers	James Phillips	09/18, 10/16, 11/20, 02/19, 03/18, 04/15	Contracted Tutoring/Title One Funds/PowerSchool	remain on the non-proficient list in consecutive months; 90% of students will demonstrate mastery at 80% or above
Collaboratively establish US History/Economics benchmark tests in EOC courses to examine data on student mastery of GPS standards to ensure student achievement.	EOC Teachers/Rika Dow	James Phillips	09/18, 10/16, 11/20, 02/19, 03/18, 04/15	Benchmark Assessments/Power Assessment	New Assessments: For baseline purposes 50% of students will score 70% or higher

Camden County Schools Action Plan 2019-2020

School/Dept: Camden County High School

Critical Issue: The 2017 Georgia School Health Survey results revealed that 15.68% of 8th graders, 10.73% of 9th graders, 8.47% of 10th graders, 10.45% of 11th graders, and 7.22% of 12th graders have seriously considered suicide.

S.M.A.R.T. Objective: To decrease the percentage of students who consider suicide by 3% which would yield 12.68% of 9th graders, 7.73% of 10th graders, 5.47% of 11th graders, 7.45% of 12th graders.

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

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

**Performance Indicator:
(Lagging Indicator)** 2019 Georgia Student Health Survey Results

Outcome: _____

Final Report Date: 6/6/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
New faculty will attend a suicide awareness training	V. Brumbelow	Dr. Loden	08/01/19	New Faculty Orientation Sign-In Sheet	100% of New Faculty trained
Continue to implement Sources of Strength Activities during advisory lessons	Tara Carter/Mandy Scott	Valerie Brumbelow	Fourth Friday of each month	Advisory Calendar, Advisory PS Attendance	90% of students attending each advisory lesson
Continue to promote activities to address mental health issues through SADD club	Dana Linzy/Keisha Walker	Valerie Brumbelow		Trauma Sensitive Schools Modules, PBIS Framework	An increase in membership of 5 students per grade level by May 2019
Assign a Guidance Counselor to respond to the mental health needs of students and collaborate with local mental health providers	Dana Linzy	Valerie Brumbelow		Trauma Informed Classroom Training, Trauma Sensitive	The number of students connected to school and/or community resources for additional assistance through referrals to treat mental health issues (suicidal ideation, violence, abuse, and depression)
Select counselors, teachers, and the PBIS coach will be available after school to practice applied behavior analysis strategies that provide academic, social and emotional support by building student capacity in identifying and regulating emotions, developing positive relationships & connections, and making responsible decisions.	Dana Linzy, Rebecca Kuitems, C. Brantley, Counselors, L. Turner	Valerie Brumbelow	09/02, 10/02, 11/04, 12/03, 01/09/, 02/04, 03/03, 04/02,05/04, 06/01	School Behaviorist	Students and school personnel will set monthly goals with individual student participants based on the following competencies: Self-Awareness, Self-Management and Emotion Regulation, Social Awareness, Relationship and Social Skills and Responsible Decision Making. August will provide baseline data with an increase of 3% of students meeting their goal each month.

Camden County Schools Action Plan 2019-2020

School/Dept: Camden Middle School

Critical Issue: The 2019 Georgia Milestones Assessment System EOG data revealed that 50.84% of all students in grades 6-8 scored at the proficient and distinguished levels in English Language Arts.

S.M.A.R.T. Objective: Increase the percentage of 6-8 grade students designated as proficient or higher on the GMAS ELA EOG from 50.84% in 2019 to 53.84% in 2020.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 Georgia Milestones

Outcome: _____

Final Report Date: _____ **Report Format:** _____ **Status:** _____

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Language arts teachers grades 6-8 will remediate at-risk students based on the level of student performance in small groups weekly. (Hattie: Direct Instruction - effect size 0.82 Remediation/feedback - effect size 0.65)					
Administer, analyze and provide feedback to students on writing narrative, argumentative and informational pieces as instructed during LDC professional learning sessions on class assignments and assesslets. (Hattie: Feedback - effect size 1.13)					
Create rigorous assignments using the backward design model provided from LFS Course One. (Hattie: Challenge of Goals - effect size 0.52, Quality Instruction - effect size 1.00, Classroom environment - effect size 0.56)					
Small group instruction for targeted groups of students outside of the classroom. PrimeTime is before and after school tutoring that occurs twice a month.					

Camden County Schools Action Plan 2019-2020

School/Dept: Camden Middle School

Critical Issue: The 2019 Georgia Milestones Assessment System EOG data revealed that 48.27% of all students in grades 6-8 scored at the proficient and distinguished levels in Math.

S.M.A.R.T. Objective: Increase the percentage of 6-8 grade students designated as proficient or higher on the GMAS math EOG from 48.27% in 2019 to 51.27% in 2020.

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

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

**Performance Indicator:
(Lagging Indicator)** 2019 Georgia Milestones

Outcome: _____

Final Report Date: _____ **Report Format:** _____ **Status:** _____

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Math teachers in grade 6-8 will remediate at-risk students based on level of student performance in small groups, weekly. (Direct Instruction - effect size 0.82, Remediation/feedback - effect size 0.65)					
Teachers will implement MDC and LFS Course One strategies provided during professional learning activities in to instructional practice. (Challenge of Goals - effect size 0.52, Quality Instruction - effect size 1.00, Classroom environment - effect size 0.56)					
Small group instruction for targeted groups of students outside of the classroom. PrimeTime is before and after school tutoring that occurs twice a month.					

Camden County Schools Action Plan 2019-2020

School/Dept: Camden Middle School

Critical Issue: The 2019 Georgia Milestones Assessment System EOG data revealed that 43.26% of all students in grade 8 scored at the proficient and distinguished levels in Social Studies.

S.M.A.R.T. Objective: Increase the percentage of 8th grade students designated as proficient or higher on the GMAS SS EOG from 43.26% in 2019 to 46.26% in 2020.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 Georgia Milestones

Outcome: _____

Final Report Date: _____ **Report Format:** _____ **Status:** _____

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
SS teachers in grade 6-8 will remediate at-risk students based on level of student performance in small groups, weekly. (Direct Instruction - effect size 0.82, Remediation/feedback - effect size 0.65)					
Teachers will incorporate LFS strategies into lessons and assessments as provided during LFS training and microPD sessions. (Challenge of Goals - effect size 0.52, Quality Instruction - effect size 1.00, Classroom environment - effect size 0.56)					
Create rigorous assignments using the backward design model provided from LFS Course 1&2. (Hattie: Challenge of Goals - effect size 0.52, Quality Instruction - effect size 1.00, Classroom environment - effect size 0.56)					

Camden County Schools Action Plan 2019-2020

School/Dept: Crooked River Elementary School

Critical Issue: The 2019 GMAS EOG revealed that 57.14% of students in grades 3-5 scored at the proficient and/or distinguished levels in ELA.

S.M.A.R.T. Objective: To increase the percent of students scoring at the proficient and distinguished learner levels on the 2020 ELA GMAS EOG from 57.14% to 60.14%

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 ELA GMAS EOG

Outcome: _____

Final Report Date: 6/2/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
1. ELA teachers in grades 3-5 will incorporate conferences and goal setting to improve Lexiles.	3rd-J. C., K. T., 4th-T. S., J.S, 5th- S. H., C. R.	PLC, TLS, Leadership Team	9/10, 12/3, 3/17	MAP, Title I	75% of students meeting or exceeding the CCRPI Lexile target (3rd-4th Nov. 50%, Mar 75%; 5th Nov. 60%, Mar. 80%)
2. ELA teachers in grades 3-5 will incorporate writing conferences and goal setting to improve student writing of trait 1 in all genres.	3rd-J. C., K. T., 4th-T. S., J.S, 5th- S. H., C. R., Int. C. S.	PLC, TLS, Leadership Team	11/12, 1/28, 2/25	Write Score resources, assessment, Title I, PL-ALDs	75% of students receiving a level 3 or 4 on all genres for Trait 1. (Oct. 50%, Jan. 60%, Feb. 75%)
3. ELA teachers in grades 3-5 will analyze common assessment data to adjust instruction, create flexible strategy groups each quarter, and measure content mastery.	3rd-J. C., K. T., 4th-T. S., J.S, 5th- S. H., C. R.	PLC, TLS, Leadership Team	10/22, 12/17, 3/17	T1 Contract teachers, T1 PL-data subs Common, MAP, PA DOK 3/4	75% of students scoring 80% or more on each common assessment.
4. ELA teachers in grades 3-5 will incorporate Achievement Level Descriptors and LFS Increasing Rigor strategies to improve content mastery of DOK 3 & 4 as evidenced on Common Assessments	3rd-J. C., K. T., 4th-T. S., J.S, 5th- S. H., C. R., Int. C. S.	Principal	10/22, 12/17, 3/17	PL-ALDs, LFS,- subs, Title I, Lesson Plans, TKES, Monitor PA DOK 3/4	75% of students scoring 80% or more on each common assessment.

Camden County Schools Action Plan 2019-2020

School/Dept: Crooked River Elementary School

Critical Issue: The 2019 GMAS EOG revealed that 62.33% of students in grades 3-5 scored at the proficient and/or distinguished levels in Math.

S.M.A.R.T. Objective: To increase the percent of students scoring at the proficient and distinguished learner levels on the 2020 Math GMAS EOG from 62.33% to 65.33%

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 Math GMAS EOG

Outcome: _____

Final Report Date: 6/2/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
1. Math teachers in grades 3-5 will incorporate conferences for specific feedback and goal setting to improve math conceptual knowledge.	3rd-J. K., K. W. 4th-S. S., 5th-L. S. SPED A. B.	Principal, Leadership Team	9/10, 12/3, 3/17	MAP, Van de Walle, GADOE, Title I	75% of students meeting or exceeding the gradelevel Math RIT target. (Nov. 50%, Mar. 75%)
2. Math teachers in grades 3-5 will incorporate Achievement Level Descriptors and LFS Increasing Rigor strategies to improve content mastery.	3rd-J. K., K. W. 4th-S. S., 5th-L. S. SPED A. B.	Principal, Leadership Team	9/10, 12/3, 3/17	LFS Strategies, MAP, ALD, Title I, Common Assess. PA DOK 3/4	75% of students scoring 80% or more on each common assessment.
3. Math teachers in grades 3-5 will analyze common assessment data to adjust instruction, create flexible strategy groups by unit, and measure content mastery.	3rd-J. K., K. W. 4th-S. S., 5th-L. S. SPED A. B.	Principal, Leadership Team	12/3, 3/17	T1 Contract teachers, T1 PL subs, LFS	75% of students scoring 80% or more on each common assessments.

Camden County Schools Action Plan 2019-2020

School/Dept: Crooked River Elementary School

Critical Issue: The 2019 GMAS EOG revealed tht 38.09% of students in grade 5 scored at the proficient and/or distinguished levels in Social Studies.

S.M.A.R.T. Objective: To increase the percent of students scoring at the proficient and distinguished learner levels on the 2020 Social Studies GMAS EOG from 38.09% to 41.09%

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 Social Studies GMAS EOG

Outcome: _____

Final Report Date: 6/2/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
1. Fifth grade teachers will participate in professional development concerning the Achievement Level Descriptors (school and district) and professional learning opportunities with district colleagues to develop rigorous instruction and assessment.	5th gr. Teachers: S. Haynie, C. Ramsey	TLS	7/23, 9/6, 10/16, 1/4,	PL7/22, T1 PL subs, for District 8/28, 10/15, 1/3, Title I, PA DOK 3/4	80% of students scoring 70% or more on common assessments. (Nov. 50%, March 75%)
2. Fifth grade teachers will review data from formative and summative assessments to adjust instruction, create flexible strategy groups every unit, and measure content mastery for strategy groups.	5th gr. Teachers: S. Haynie, C. Ramsey	TLS	9/17, 10/29, 11/19, 12/3, 1/7, 2/5, 3/20	T1 Contract teachers, T1 PL subs, Common Assessments	80% of students scoring 70% or more on common assessments. (Nov. 50%, March 75%)
3. Fourth and fifth grade teachers will address the student learning of historical events within a concrete operational context (videos, virtual tours, pictures), in order to improve their working knowledge of historical people, places, and events.	4th gr. J. Smith, 5th gr S. H, C. R.	TLS	9/17, 10/29, 11/19, 12/3, 1/7, 2/5, 3/17	Title 1 Contract teachers, Common Assessments	80% of students scoring 70% or more on common assessments specifically the historical domain. (Nov. 50%, March 75%)
4. Fifth grade teachers in grades will incorporate conferences and goal setting to improve Lexiles.	3rd-J. C., K. T., 4th-T. S., J.S, 5th S. H., C. R.	PLC, TLS, Leadership Team	9/10, 12/3, 3/17	MAP, Title I	75% of students meeting or exceeding the CCRPI Lexile target (Nov. 50%, March 75%)

Camden County Schools Action Plan 2019-2020

School/Dept: David L. Rainer Elementary School

Critical Issue: The 2019 GMAS data revealed that 64% of all students in grades 3-5 are scoring at the proficient and distinguished performance levels on the ELA EOG.

S.M.A.R.T. Objective: Increase the percentgaje of students scoring at the proficient and distinguished performance levels in ELA on the 2020 EOG from 64% to 67%

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS EOG ELA

Outcome: _____

Final Report Date: 5/28/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will have monthly Lexile goal setting conferences with students to select appropriate materials and differentiate standards that both meet and challenge students for growth.	K-5 ELA Teachers	Milstead	8-28, 10-15, 11-19, 1-7, 2-25, 3-24	Title I ; Professional Learning	80% of students meeting monthly indivudual targets of 25%, 50% and 75%.
Contract service tutors will daily remediate lowest performing standards in reading with students that are performing below grade level in order to move students to proficiency and above performance levels.	1-5 ELA Teachers	Milstead	11-19, 1-7, 2-25, 3-24	Tile I, Instructional Extension	80% of students meeting monthly indivudual targets; Interim target of 50% by semester one using a checklist
Teachers will monthly address priority standards and writing gaps between grade levels, emphasizing understanding the prompt, good leads, evidence in details and closings.	Blair, ELA Teachers	Thomas	10-15, 11-19, 1-7, 2-25, 3-24	Title I ; Professional Learning (Write Score)	70% of students using three out of four focus skills effectively: Interim target of 50% by January report out.

Camden County Schools Action Plan 2019-2020

School/Dept: David L. Rainer Elementary School

Critical Issue: The 2019 GMAS data revealed that 62% of all students in grades 3-5 are performing at the proficient and distinguished performance levels on the Math EOG.

S.M.A.R.T. Objective: Increase the percentage of students scoring at the proficient and distinguished levels in math on the 2019 EOG from 62% to 65%.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS Math

Outcome: _____

Final Report Date: 5/28/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will incorporate weekly math fluency drills during morning Tiger Time.	K-2 Teachers, Beckham, Lance, David	Milstead	8-28, 10-15, 11-19, 1-7, 2-25, 3-24	STAR, Accelerated Math, IXL (Title I)	80% of students meeting monthly individual fluency targets; Interim target of 50% by January report out.
Teachers will incorporate writing strategies weekly to encourage journal writing and expression in math.	Beckham, Lance, David	Milstead	11-19, 1-7, 2-25, 3-24	Blair, Title I	80% of students are able to communicate problem solving effectively in journals using a checklist.
Contract service tutors will daily remediate lowest performing standards in math with students that are performing at the below basic and basic level in order to move students to performance at the basic and higher performance levels.	Beckham, Lance, David	Thomas	11-19, 1-7, 2-25, 3-24	Title I, Instructional Extension	80% of students meeting MAP individual targets. Interim 50%. 75%

Camden County Schools Action Plan 2019-2020

School/Dept: David L. Rainer Elementary School

Critical Issue: The 2019 GMAS data revealed that 58% of 5th grade students are scoring at the proficient and distinguished performance levels on the Social Studies EOG.

S.M.A.R.T. Objective: Increase the percentage of students scoring at the proficient and distinguished performance levels in Social Studies on the 2020 EOG from 58% to 61%.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS Social Studies

Outcome: _____

Final Report Date: 5/28/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will increase informational reading text and monitor vocabulary development in both ELA and Social Studies.	Douylliez	Milstead	8-25, 10-25, 11-19, 1-7, 2-25, 3-24	Title I; Professional Learning/SS	80% of students will meet their individual MAP targets.
ELA and Social Studies teachers will incorporate common and consistent writing strategies emphasizing understanding the prompt, good leads, evidence in details and closing.	3-5 ELA and Social St. Teachers	Milstead	11-19, 1-7, 2-25, 3-24	Title I; Professional Learning/SS	80% of students are able to understand three out of the four focus skills, interim target of 50% by semester one using a common checklist.

Camden County Schools Action Plan 2019-2020

School/Dept: Kingsland Elementary School

Critical Issue: The 2019 EOG data revealed that 62% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels in Language Arts.

S.M.A.R.T. Objective: Increase the percentage of students scoring at the proficient and distinguished learner level by 3% of 62% (63.86%) or meet the CCRPI target on the 2020 EOG Language Arts.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS ELA EOG

Outcome: _____

Final Report Date: 6/1/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers and CSI (Hattie's .77) will teach reading comprehension (Hattie's .72) and vocabulary (Hattie's .62) instructional strategies in grades K-5 and phonics (Hattie's .70) in grades K-2 to increase student Lexiles and enhance student reading comprehension performance.	Griffis Vinson	Ellis Millan	Oct. 22 Dec. 10 March 17	Title I Funds, SBB, PL Funds, Instructional Ext Funds	80% of the students achieve RIT goal (interim targets 33%; 66%; 80%)
Teachers will implement daily reading, writing, and skill practice with and without technology (Hattie's Distr. Pract .71) to improve academic performance.	Corbett Underwood	Ellis Millan	Nov. 12 Jan. 07 March 17	PLC, Collab Planning, Vertical Planning, Title I, SBB	60%, 70%, 80% of the students will achieve goals on i-Ready, AR, Flocabulary, and Study Island on Skill Performance Reports.
Teachers and CSI (Hattie's .77) will utilize writing mnemonics (Hattie's .76), student to teacher feedback (Hattie's .70), student self-reported grades (Hattie's 1.33), direct instruction (Hattie's .60) and flexible grouping to improve writing performance.	McCauslin Griffis	Ellis Millan	Dec. 17 March 17	PLC, Collab Plan, Vertical Plan, Title I, SBB, Inst. Ext.	70% of the students will achieve level 2 or greater on WriteScore Writing Assessment
Teachers will utilize a rigorous formative assessment process (Hattie .90) and evaluate and reflect (Hattie's .75) to increase student achievement.	Millan	Karon Y. Ellis	Oct. 22 Dec. 10 March 17	PLC, Collab Planning, Vertical Planning	50%, 60%, & 70% of students scoring 70% or higher to demonstrate mastery on formative assessments

Camden County Schools Action Plan 2019-2020

School/Dept: Kingsland Elementary School

Critical Issue: The 2019 EOG data revealed that 70% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels on the Math EOG.

S.M.A.R.T. Objective: Increase the percentage of students performing at the proficient and distinguished learner levels by 3% of 70% (72.1%) or meet the CCRPI target on the 2020 Math EOG.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS Math EOG

Outcome: _____

Final Report Date: 6/1/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will focus on building math vocabulary (Hattie's .62) with collaboration through vertical planning and technology (iReady, Study Island, Moby Max, IXL, etc..) to improve comprehension of word problems.	Smith	Ellis Millan	Oct. 22 Dec. 10, Mar. 24	Title I Funds, SBB, Instructional Ext Funds	80% of the students achieve RIT goal (interim targets - 33%, 66%; 80%).
Teachers will utilize technology and other measures to provide daily fluency practice (Hattie's Rehearsal & Memorization .73) to enhance automaticity in addition, multiplication, subtraction, and division to increase RIT performance.	LaPointe	Ellis Millan	Nov. 12 Jan. 07, Mar. 24	PLC, Collab Planning, Vertical Planning, Title I, SBB	80% of the students achieve RIT goal (interim targets - 33%, 66%; 80%).
Teachers will utilize math mnemonics (Hattie's .76), student to teacher feedback (Hattie's .70), student self-reported grades (Hattie's 1.33), direct instruction (Hattie's .60) and flexible grouping (Hattie's 1.29) to improve math word problem performance.	Jones	Ellis Millan	Oct. 22 Dec. 17, Mar. 24	PLC, Collab Planning, Vertical Planning	50%, 60%, & 70% of students scoring 70% or higher to demonstrate mastery on formative assessments
Teachers will utilize a rigorous formative assessment process (Hattie .90) and evaluate and reflect (Hattie's .75) to increase student achievement.	Jones	Ellis Millan	Oct. 22 Dec. 17, Mar. 24	PLC, Collab Planning, Vertical Planning	50%, 60%, & 70% of students scoring 70% or higher to demonstrate mastery on formative assessments

Camden County Schools Action Plan 2019-2020

School/Dept: Kingsland Elementary School

Critical Issue: The 2019 EOG data revealed that 42% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels in Social Studies.

S.M.A.R.T. Objective: Increase the percentage of students scoring at the proficient and distinguished learner level from 42% to 50% or meet CCRPI target on the 2020 Social Studies EOG.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS SS EOG

Outcome: _____

Final Report Date: 6/1/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will focus on building vocabulary (Hattie's .62) and background knowledge with technology (iReady, Study Island, Brainpop Videos, Virtual Field Trips, etc) to gain deeper understanding and improve reading and comprehension skills.	McCauslin Corbett	Ellis Millan	Oct. 22, Dec. 17 Feb. 25	Title I, SBB	50%, 60%, & 70% of students scoring 70% or higher to demonstrate mastery formative assessments
Teachers will utilize Study Island and an aligned incentive plan (Hattie's Challenging Goal .59) to build conceptual knowledge (Hattie's Distr. Pract .71).	McCauslin Corbett	Ellis Millan	Nov. 12, Jan. 07 Feb. 25	Title I, SBB	50%, 60%, & 70% of students scoring 70% or higher to demonstrate mastery formative assessments
Teachers will utilize a rigorous formative assessment process (Hattie .90) and evaluate and reflect (Hattie's .75) to increase student achievement.	McCauslin Corbett	Ellis Millan	Oct. 22, Dec. 17 Feb. 25	PLC, Collab Planning, Vertical Planning	50%, 60%, & 70% of students scoring 70% or higher to demonstrate mastery on formative assessments

Camden County Schools Action Plan 2019-2020

School/Dept: Kingsland Elementary School

Critical Issue: The 2019 EOG data revealed that 60% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels in Science.

S.M.A.R.T. Objective: Increase the percentage of students scoring at the proficient and distinguished learner level from 60% to 63% or meet CCRPI target on the 2020 Science EOG.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS Science EOG

Outcome: _____

Final Report Date: 6/1/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will focus on building vocabulary (Hattie's .62) and background knowledge with technology (iReady, Study Island, Brainpop Videos, Experiments, etc) to gain deeper understanding to aid with reading and comprehension.	McCauslin	Ellis Millan	Oct. 22, Dec. 17 Feb. 25	Title I, SBB	50%, 60%, & 70% of students scoring 70% or higher to demonstrate mastery formative assessments
Teachers will utilize Study Island and an aligned incentive plan (Hattie's Challenging Goal .59) to build conceptual knowledge (Hattie's Distr. Pract .71).	McCauslin	Ellis Millan	Nov. 12, Jan. 07 Feb. 25	Title I, SBB	50%, 60%, & 70% of students scoring 70% or higher to demonstrate mastery formative assessments
Teachers will utilize a rigorous formative assessment process (Hattie .90) and evaluate and reflect (Hattie's .75) to increase student achievement.	McCauslin	Ellis Millan	Oct. 22, Dec. 17 Feb. 25	PLC, Collab Planning, Vertical Planning	50%, 60%, & 70% of students scoring 70% or higher to demonstrate mastery on formative assessments

Camden County Schools Action Plan 2019-2020

School/Dept: Mamie Lou Gross Elementary School

Critical Issue: The 2019 GMAS revealed 49% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the ELA EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3 -5 performing at the proficient and distinguished performance levels in ELA on the 2020 EOG from 49% to 52%.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS EOG ELA

Outcome: _____

Final Report Date: June 4,2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers in grades 1-5 will administer the formative and common assessments based on CCS pacing and assessment schedule to apply interventions in areas of weaknesses.	Silveous, Brazel, Ewing, Jackson Soriano,Harrelson	Adcox	October 8; December 17; January 21; March17; May 8th	Subs: SBB, Title 1	Increase to 50%, 55%, and 60% of students scoring 70% or higher on Common Assessments
Teachers will conference with students to set individual Lexile goals to increase Lexile growth.	Grade 1-5 teachers	Adcox	September 6; Dec. 6; March 27; May 15	SBB; Title 1	Increase to 50% and 60% of students meeting End of Year Lexile targets using MAP
Contracted certified teachers will tutor students for remediation as identified in formative and common assesments and MAP.	Ewing, Soriano, Harrelson	Adcox	October 8; December 17; January 21; March17; May 8th	Title I, Instructional Extension (IE)	Increase to 50% , 55% and 60% of students scoring 70% or higher on Common Assessments and/or 50% to 60% on MAP Projected Proficiency
Students will utilize internet-based learning programs to practice and further develop skills and proficiency in ELA.	Grade 3-5 teachers	Adcox	September 6; December 6; March 27 , May 15	iReady, IXL, Moby Max: SBB, Title 1	Increase to 50% and 60% of students scoring in the proficient to advanced range on MAP Projected Proficiency
K-2 teachers will implement Dolch sight words study, practice and monitoring.	Dunnun, Roney, Glover, Rector	Jackson	November 13, January 8, March 18 , May 21	SBB, Title 1	Increase to 40%, 50%, 60% and 70% of students meeting goal
K EIP teacher will provide supplemental instruction for reading remediation to identified EIP students.	J. Jackson	Adcox	Oct. 16th, Dec.13th, March 13th, and May 15th	Title I	Increase sight word fluency to 10% to 30% to 50% to 70%

Camden County Schools Action Plan 2019-2020

School/Dept: Mamie Lou Gross Elementary School

Critical Issue: The 2019 GMAS revealed 60% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the Math EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3-5 performing at the proficient and distinguished performance levels in Math on the 2020 EOG from 60% to 63%

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS EOG Mathematics

Outcome: _____

Final Report Date: 6/4/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers in grades 1-5 will administer the formative and common assessments based on CCS pacing and assessment schedule to apply interventions in areas of weaknesses.	Garrick, Roney Westberry, Harrelson, Clark, Booker, Jackson	Adcox	Nov. 15, Dec. 13, Jan17, Feb. 21, March 20, April 3, May 15	Subs: SBB, Title 1	Increase to 60% and 65% of students scoring 70% or higher on Common Assessments
Grades 3-5 teachers will implement flexible grouping strategies based on formative assessment data to differentiate instructional content, process, and learning environment to remediate and accelerate all students.	Harrelson, Mathis, Clark, Booker	Adcox	Nov. 15, Dec. 13, Jan17, Feb. 21, March 20, April 3, May 15	Subs: SBB, Title 1	Increase to 60% and 65% of students scoring in the proficient to advanced range on MAP projected proficiency
Teachers will provide math fluency practice to enhance automaticity in addition, subtraction, multiplication and division.	Garrick, Westberry, Harrelson, Clark, Booker	Math Committee	November 13, January 8, March 18, May 21	Moby Max, Flash Cards, Holey cards	Increase the percentage of students meeting grade level expectations to 50%, 60%, 70% and 80%
Students will utilize internet-based learning programs to practice and further develop skills and proficiency in Math.	Grade 3-5 Teachers	Adcox	Nov. 15, Dec. 13, Jan17, Feb. 21, March 20, April 3, May 15	iReady, IXL, Moby Max	Increase to 60% and 65% of students scoring in the proficient to advanced range on MAP projected proficiency
Kindergarten students will use manipulatives to count, recognize, and write numbers 0-20.	Dunnum, Glover, Rector	Jackson	November 13, January 8, March 18, May 21	Subs: SBB, Title 1	Increase the percentage of students meeting grade level expectations from 25%, 50%, 75% and 100%
Kindergarten EIP teacher will provide supplemental instruction for math fluency to identified EIP students.	J. Jackson	Adcox	Oct. 16th, Dec.13th, March 13th, and May 15th	Title I	K-will increase the percentage of students meeting grade level expectations from 10% to 30% to 50% to 70%

Camden County Schools Action Plan 2019-2020

School/Dept: Mamie Lou Gross Elementary School

Critical Issue: The 2019 GMAS revealed that 15 % of all 5th grade students performed at the proficient level or above on the Social Studies EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grade five performing at the proficient level or above on the Social Studies EOG from 15% to 44%.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS EOG Social Studies

Outcome: _____

Final Report Date: 6/4/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will administer formative and common assessments based on the CCS pacing and assessment schedule to apply interventions in areas of weakness.	Croson	Adcox	Nov. 26; March 24	SBB, Title 1 for subs	Increase the percentage of students to 40% and 45% scoring 70% or higher on Common Assessments
Teachers will administer three on demand writing prompts and utilize CCS writing checklist.	Croson, Harrelson	Adcox	October 8; December 10, March 18	SBB, Title 1 for subs	Increase performance of students accomplishing a score of level 3 or 4 from to 40%, 45% and 50%
Visual Arts and Media will reinforce standards through acceleration during special's time.	Jackson, Schinella	Adcox	Nov. 26; March 24	SBB, Title 1 for subs	Increase the percentage of students to 40% and 45% scoring 70% or higher on Common Assessments

Camden County Schools Action Plan 2019-2020

School/Dept: Mary Lee Clark Elementary School

Critical Issue: The 2019 EOG data revealed 59.7% of all students in grades 3-5 performed at or above the "proficient" performance level on the ELA EOG.

S.M.A.R.T. Objective: Increase the percentage of students performing at or above the "proficient" level in ELA on the 2020 EOG from 60% to 63%.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 ELA EOG

Outcome: _____

Final Report Date: 5/31/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will analyze disaggregated reading formative assessment and common assessment data to differentiate for all students, both with and without the assistance of educational software, at a minimum of 3 days per week.	Wheeler, Melvin, Aligood, J.Bentle	Fegel	10/15, 1/3, 3/17	PL fund-Subs; IEx-Tutors; Title I-Software, Subs,Tutors	Common Assmts: 3-5 students-70% scoring 70% or above; Subgroup-70% scoring 55% or above
Grades 1-5 teachers will analyze disaggregated MAP data to differentiate for all students using student RIT growth goals targeting subgroups with one on one goal setting conferences every 3 weeks.	Jimenez	Fegel	10/15, 1/13, 3/17	PL fund-Subs; IEx-Tutors; Title I-MAP,Subs,Tutors	RIT Range: grade 3 206-350; grade 4 212-350; grade 5 218-350 with 50% in December and 70% in April
Teachers will conference with students at a minimum of every 3 weeks on Lexile goals, book choice during independent reading, and AR progress/goals.	Fegel	Sutton	10/15, 1/13, 3/17	PL fund-Subs; IEx-Tutors; Title I-Software, Subs,Tutors	Increase to 50% and 60% of students meeting grade level CCRPI Lexile Targets.
3-5 ELA teachers will administer writing assessments and implement differentiated lessons based on WriteScore data and writing conferences with students monthly.	Wheeler, Melvin, Aligood, J.Bentle	Sutton/Bentle	10/15, 1/3, 3/17	PL fund-Subs; IEx-Tutors; Title I-WriteScore,Subs,Tutors	Increase to 40%, 50%, and 60% of students scoring 3&4 on the writing assessments.
Kindergarten teachers will analyze foundational reading data monthly while implementing the school wide balanced literacy plan with a focus on all six elements (guided reading, independent reading, writing, interactive read aloud, shared reading, and foundational literacy.	Crews	Sutton/Bentle	10/15, 1/3, 3/17	PL fund-Subs; IEx-Tutors; Title I-Subs,Tutors	K increase to 40%, 55%, 70% on identified foundational skills measured by GKIDS 2.0

Camden County Schools Action Plan 2019-2020

School/Dept: Mary Lee Clark Elementary School

Critical Issue: The 2019 EOG data revealed 70% of all students in grades 3-5 performed at or above the "proficient performance level" on the Math EOG.

S.M.A.R.T. Objective: Increase the percentage of students performing at or above the "proficient" level in Math on the 2020 EOG from 72% to 75%.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 Math EOG

Outcome: _____

Final Report Date: 5/31/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will analyze disaggregated math formatives and common assessment data to differentiate for all students, both with and without the assistance of educational software, at a minimum of three days per week.	Blount, Bryan, Burkhart Lodmell	Fegel	10/15, 1/3, 3/17	PL fund-Subs; IEx-Tutors; Title I-Software, Subs,Tutors	70% 3-5 students scoring 70% or above on CA 1 and 2 and Subgroups scoring at 60% or above.
Grades 1-5 teachers will analyze disaggregated MAP data to differentiate for all students using student RIT growth goals targeting subgroups with one on one goal setting monthly	Blount, Bryan, Burkhart Lodmell	Fegel	10/15, 1/3, 3/17	PL fund-Subs; IEx-Tutors; Title I-MAP,Subs,Tutors	RIT Range: grade 3 206-350; grade 4 212-350; grade 5 218-350 with 50% in December and 70% in April

Camden County Schools Action Plan 2019-2020

School/Dept: Mary Lee Clark Elementary School

Critical Issue: The 2019 EOG data revealed 43% of students in 5th grade performed at or above the "proficient" performance level on the Social Studies EOG and 50% performed at or above "proficient" on the Science EOG.

S.M.A.R.T. Objective: Increase the percentage of students performing at or above the "proficient" performance level from 43% to 46% on the 2020 EOG in Social Studies and from 50% to 53% on the 2020 EOG in Science.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 EOG Social Studies and 2020 EOG Science

Outcome: _____

Final Report Date: 5/31/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
5th grade social studies and science teacher will administer formative and common assessments and analyze to identify student needs (monthly) and apply interventions based on those results.	Crochunis	Fegel	10/15, 1/3, 3/17	Professional Learning Fund, Title I - Subs	Increase the percentage of students at 70% or > to 60%, 75% on common assessments 1 and 2.
5th grade social studies and science teacher will incorporate daily/weekly maintenance activities.	Crochunis	Fegel	10/15, 1/3, 3/17	Title I funds	Increase the percentage of students at 70% or > to 60%, 75% on common assessments 1 and 2.
5th grade social studies and science teacher will incorporate higher order thinking strategies (HOTS) into the social studies and science content activities weekly as well as in teacher made assessments.	Crochunis	Fegel	10/15, 1/3, 3/17	Title I funds	Increase the percentage of students at 70% or > to 60%, 75% on common assessments 1 and 2.
Contract services will work with targeted groups for areas in need of improvement as identified through assessment data.	Crochunis /Contract Services	Principal	10/15, 1/3, 3/17	InEx and Title I funds - contract service	Increase the percentage of students at 70% or > to 60%, 75% on common assessments 1 and 2.
5th grade social studies and science teacher will participate in cross-school PLCs monthly and weekly collaborative planning	Fegel	Principal	10/15, 1/3, 3/17	Professional Learning Fund, Title I - Subs	Increase the percentage of students at 70% or > to 60%, 75% on common assessments 1 and 2.

Camden County Schools Action Plan 2019-2020

School/Dept: Mary Lee Clark Elementary School

Critical Issue: During the 2018-2019 school year, data from Educator's Handbook revealed 82.5 days were lost due to ISS and OSS discipline infractions.

S.M.A.R.T. Objective: Lower the number of lost instructional days from 82.5 to 76.5 lost instructional days due to ISS and OSS discipline infractions.

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

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

**Performance Indicator:
(Lagging Indicator)** Educators's Handbook Dissaggragated Report

Outcome: _____

Final Report Date: 5/31/2020 **Report Format:** _____ **Status:** _____

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
New Student Orientation video for students and parents to be shown upon entrance to MLCES.	PBIS team	Todd Bentle	10/15, 1/3, 3/17, 5/20	Educator's Handbook	Number of referrals by new students makes up 5% of total referrals each 9 weeks.
Implement PBIS updates as an item of Collaborative Data Talks on RTI days to discuss discipline occuring in each grade level.	Grade level chairs	Sykora Cobb	10/15, 1/3, 3/17, 5/20	Educator's Handbook	Decrease the number of days lost to 19, 38, 57 each 9 weeks.
Professional Learning in working with Tier 2 and Tier 3 students to be carried out 2 times a year.	Todd Bentle	Sykora Cobb	10/15, 1/3, 3/17	Professional Learning Funds	Decrease the number of students with 2 or more referrals 5, 10, 15
Teachers will be receive training on using the updated discipline flow chart and use with fidelity.	Individual Teachers	Todd Bentle	10/15, 1/3, 3/17	Educator's Handbook	Decrease the number of minor incidents to 75, 150, 225 and referrals to 19, 38, 57.

Camden County Schools Action Plan 2019-2020

School/Dept: Matilda Harris Elementary School

Critical Issue: The 2019 GMAS data revealed that 57% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the ELA EOG.

S.M.A.R.T. Objective: Increase the % of students performing in the proficient and distinguished performance levels from 57% to 60% on the 2020 ELA EOG for grades 3-5.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 ELA GMAS EOG

Outcome: _____

Final Report Date: 6/2/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Set and Monitor 1-5 grade student lexile goals for individual awareness and reading materials selections (student conferences held bi-monthly) (Hattie: Challenge of Goals-effect size 0.52)	Lee, Tesh, Kelly, Port, Thomas, Fields	Cobb	9/10, 1/7, 3/24	Title I	65% of sts meeting grad- level Lexile Targets for EOG (3rd=670, 4th=840, 5th=920) (30% midpoint)
SS & ELA teachers will incorporate consistent writing strategies including prompt, good leads, evidence in details and closing.	Lee, Tesh, Kelly, Port, Thomas, Fields	Cobb	9/10, 1/7, 3/24	PL	Semester 1: 40% of students receiving 2 out of 4. Semester 2: 50% Students receiving 3 out of 4.
Teachers will use the GaDOE achievement level descriptors to guide and create learning task for students. (Hattie: Cognitive Task Analysis-1.29, Quality Instruction-1.00)	Lee, Tesh, Kelly, Port, Thomas, Fields	Cobb	9/10, 1/7, 3/24	Title I	60% of students performing within the RIT ranges of: Gr.3 206-350, Gr.4 212-350, Gr.5 218-350 (35% midpoint)

Camden County Schools Action Plan 2019-2020

School/Dept: Matilda Harris Elementary School

Critical Issue: The 2019 GMAS data revealed 63% of all students in grades 3-5 performed at the proficient and distinguished performance levels on the Math EOG.

S.M.A.R.T. Objective: Increase the % of students performing in the proficient and distinguished from 63% to 66% on the 2020 Math EOG for grades 3-5.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 Math GMAS EOG

Outcome: _____

Final Report Date: 6/2/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will use the GaDOE achievement level descriptors to guide and create learning task for students.	3-5 Math Teachers	J. Workman	9/10, 1/7, 3/24	PL	70% or above of students performing 70% or higher on Formative and Common Assessments
Teachers use interactive notebooks, brief constructed response and/or mathematics journals in mathematics classes to provide working examples of skills and concepts at all depth of knowledge levels. (Hattie: Feedback-Effect size 1.13, Quality Instruction-Effect Size 1.00)	3-5 Math Teachers	J. Workman	9/10, 1/7, 3/24	Title I	Students will perform 66% in the RIT ranges of: Gr.3 206-218, Gr.4 215-230, Gr.5 227-241 (33% midpoint)
Teachers will develop and implement daily fluency drills and grade-level fluency goals.	3-5 Math Teachers	J. Workman	9/10, 1/7, 3/24	PL	80% of students will perform on grade-level or above in Domain A on the math MAP Assessment (60% midpoint)

Camden County Schools Action Plan 2019-2020

School/Dept: Matilda Harris Elementary School

Critical Issue: The 2019 GMAS EOG data revealed that 45% of students in grades 3-5 performed at the proficient and distinguished performance levels on the Social Studies EOG.

S.M.A.R.T. Objective: Increase the % of students performing in the proficient and distinguished levels from 45% to 48% on the 2020 Social Studies EOG for grades 3-5.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 SS GMAS EOG

Outcome: _____

Final Report Date: 6/2/2019 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will use the GaDOE achievement level descriptors to guide and create learning task for students. (Hattie: Cognitive Task Analysis-1.29, Quality Instruction-1.00)	Lee, Tesh, Kelly, Port, Thomas, Fields	Cobb, Workman	9/10, 1/7, 3/31	Title I	70% or above of students performing 70% or higher on Formative and Common Assessments
Social Studies & ELA teachers will incorporate consistent writing strategies including prompt, good leads, evidence in details and closing.	Lee, Tesh, Kelly, Port, Thomas, Fields	Cobb, Workman	9/10, 1/7, 3/31	PL Funds	Semester 1: 40% of students receiving 2 out of 4, Semester 2: 50% Students receiving 3 out of 4

Camden County Schools Action Plan 2019-2020

School/Dept: St. Marys Elementary School

Critical Issue: A review of the FY19 GMAS ELA performance in grades 3-5 revealed that 25% of students werer performing at the Level 2 Developing proficiency level.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3-5 meeting or exceeding proficiency on the GMAS ELA EOG from 59% to 64%.

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

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

**Performance Indicator:
(Lagging Indicator)** FY20 GMAS EOG ELA

Outcome: _____

Final Report Date: 6/3/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
ELA teachers in grades 3 - 5 will administer common assessments based upon system pacing to identify the needs of all students so that interventions/enrichment strategies may be provided (during SEAtime: Contract Services) to enhance student understanding.	3-5 Grade ELA Teachers	R. Narvell	10/11/19, 1/2/20, 3/20/20	State/PL, Instructional Extension	CA1 - increase percentage above 70% from 66% to 70% CA2 - 54% to 58%; CA3 - 55%-59%
ELA teachers in grades 3 - 5 will utilize differentiated instruction to improve RIT performance (including lexile, comprehension and vocabulary) through the use of flexible groups during SEAtime 4 days per week.	3-5 Grade ELA Teachers	R. Narvell	1/3/20 and 3/27/20	Title 1/PL - MAP Growth PL	RIT Range: grade 3 206-350; grade 4 212-350; grade 5 218-350 with 50% in December and 70% in April
ELA teachers in grades 3- 5 will utilize writing assessment tools to analyze data related to trait 1 for informational writing and the 4 point scale for narrative. Feedback through conferencing and small group instruction will focus on areas of strengths/deficits in writing.	3-5 Grade ELA Teachers	R. Narvell	12/6/19 and 2/7/20	Title 1/PL - Write Score	Informational - 50% levels 3-4 Narrative - 35% levels 3-4

Camden County Schools Action Plan 2019-2020

School/Dept: St. Marys Elementary School

Critical Issue: A review of the FY19 GMAS MATH performance in grades 3-5 revealed that 34% of students were performing at the Level 2 Developing proficiency level.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3-5 meeting or exceeding proficiency on the GMAS MATH EOG from 60% to 65%.

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

CCS Goal: Goal 1.4 Rigorous, relevant curriculum that exceeds state and national expectations

**Performance Indicator:
(Lagging Indicator)** GMAS 2020 EOG Math

Outcome: _____

Final Report Date: 6/3/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Grades 3 - 5 math teachers will implement flexible grouping strategies (during SEA Time: - Contract Services)based on formative assessment data to differentiate instructional content, process, and learning environment to remediate/enrich all students' understanding.	3-5 Math teachers	A. Gay	1/3/20 and 3/27/20	Title 1/PL - MAP Growth, I.E.	RIT Range: grade 3 206-350; grade 4 215-350; grade 5 227-350 with 50% in December and 70% in April
Grades 3 - 5 math teachers will administer common assessments based upon system pacing to identify the needs of all students so that interventions/enrichment strategies may be provided (during SEAtime-Contract Services) to enhance student understanding.	3-5 Math teachers	A. Gay	1/24/20, 3/25/20	Title 1 - PL, Instructional Extention	CA1 - increase percentage above 70% from 61% to 65% CA2 - 46% to 50%
Grades 3-5 math teachers will implement Number Talks strategies during SEAtime and/or direct instruction period.	3-5 Math teachers	A. Gay	1/24/20, 3/25/20	Title 1/State - PL	CA1 - increase percentage above 70% from 61% to 65% CA2 - 46% to 50%

Camden County Schools Action Plan 2019-2020

School/Dept: St. Marys Elementary School

Critical Issue: A review of the FY19 GMAS Social Studies performance in grade 5 revealed that 43% of students were performing at the Level 2 Developing proficiency level.

S.M.A.R.T. Objective: To increase the percentage of students in grade 5 meeting or exceeding proficiency on the GMAS Social Studies EOG from 52% to 57%.

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

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

**Performance Indicator:
(Lagging Indicator)** FY20 GMAS EOG Social Studies

Outcome: _____

Final Report Date: 6/3/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
SS teachers in grade 5 will administer formative/common assessments to gather data, provide students feedback, and remediate the identified needs of all students.	Rivers/Key	RNarvell	11/15/19, 3/27/20	PL	60% of students score 70% or higher on CA1; 70% of students scoring 70% or higher on CA 2
SS teachers in grade 5 will implement monthly spiral reviews based on data from unit formative assessments to aid in long-term retention of previously learned concepts.	Rivers/Key	RNarvell	11/15/19, 3/27/20	PL	60% of students score 70% or higher on CA1; 70% of students scoring 70% or higher on CA 2

Camden County Schools Action Plan 2019-2020

School/Dept: St. Marys Elementary School

Critical Issue: A review of the FY19 GMAS Science performance in grade 5 revealed that 25% of students were performing at the Level 2 Developing proficiency level.

S.M.A.R.T. Objective: To increase the percentage of students in grade 5 meeting or exceeding proficiency on the GMAS Science EOG from 67% to 72%.

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

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

**Performance Indicator:
(Lagging Indicator)** FY20 GMAS EOG Science

Outcome: _____

Final Report Date: 6/3/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Science teachers in grade 5 will administer formative/common assessments to gather data, provide students feedback, and remediate the identified needs of all students.	Koch/Bean	RNarvell	12/13/19, 3/27/20	PL	60% of students score 70% or higher on CA1; 70% of students scoring 70% or higher on CA 2
Science teachers in grade 5 will implement monthly spiral reviews based on data from unit formative assessments to aid in long-term retention of previously learned concepts.	Koch/Bean	RNarvell	12/13/19, 3/27/20	PL	60% of students score 70% or higher on CA1; 70% of students scoring 70% or higher on CA 2

Camden County Schools Action Plan 2019-2020

School/Dept: St. Marys Middle School

Critical Issue: An analysis of the 2019 Georgia Milestones Assessment System data revealed that 64% of FAY students are performing at the proficient or distinguished performance levels on the ELA assessments.

S.M.A.R.T. Objective: To increase the ELA GMAS performance at the proficient or distinguished levels from 64% to 67% for FAY students

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS ELA EOG

Outcome: _____

Final Report Date: _____ **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
ELA teachers will provide interventions to differentiate learning before, during and after school. (Hattie: Challenge of Goals - effect size 0.52, Quality Instruction - effect size 1.00, Classroom environment - effect size 0.56)	All ELA teachers, Dr. Powell	Dr. McManigal	Oct 8, Dec 10, Mar 17, May 19	Read Theory data reports, Assesslet data reports, IE/Title I budget	Students will increase the average score on mastery assessments by 3% from FY19 to FY20 (new assessment).
ELA teachers will administer, analyze and provide individualized feedback on writing assignments. (Hattie: Feedback - effect size 1.13)	All ELA teachers, Dr. Powell	Dr. McManigal	Oct 8, Dec 10, Mar 17, May 19	GaDOE Achievement Level Descriptors (ALDs), GCA assesslets	After re-engagment, 80% of students will meet 83% accuracy per assesslet.
Incorporate independent reading with individualized conferencing (SMMS book genre project)	All ELA teachers, Dr. Powell	Dr. McManigal	Oct 8, Dec 10, Mar 17, May 19	Read Theory data reports	Eighty percent of students will increase Lexile goals by 70 points (35 points mid-year).

Camden County Schools Action Plan 2019-2020

School/Dept: St. Marys Middle School

Critical Issue: The 2019 GMAS data revealed that 58% (ELA) and 68% (math) of students with disabilities performed at or above the developing level on the ELA and math assessments.

S.M.A.R.T. Objective: Increase the percentage of students with disabilities performing at or above the developing level in ELA from 58% to 61% and in math from 68% to 71%

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS

Outcome: _____

Final Report Date: _____ **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Teachers will use a re-structured ELA schedule for select students to increase the level of instruction. (Interventions for the learning disabled- effect size .77)	Mrs. Brown Mrs. Vurnakes, Mrs. Rosario, Mr. Burns	Dr. McManigal	Oct 8, Dec 10, Mar 17, 19-May Mar 17, May 19	Read Theory data reports, Assesslet data reports, Title I budget	Students will increase the average score on mastery assessments by 3% from FY19 to FY20.
Continue Mathematics Design Collaborative (MDC) professional learning with a focus higher-ordered questioning techniques with select teachers (Challenge of Goals - effect size 0.52, Quality Instruction - effect size 1.00, Classroom environment - effect size 0.56)	Dr. Dugger, Mrs. Leewright, Ms. Payne	Dr. McManigal	Oct 8, Dec 10, Mar 17, May 19	Title I, MDC resources/coach-embedded observations	Students will increase the average score on mastery assessments by 3% from FY19 to FY20.
Offer more re-engagement camps for identified students	Mrs. Brown, SPED ELA & Math teachers	Dr. Dougherty	Oct 8, Dec 10, Mar 17, May 19	IDEA funds	Students will increase the average score on mastery assessments by 3% from FY19 to FY20.

Camden County Schools Action Plan 2019-2020

School/Dept: St. Marys Middle School

Critical Issue: An analysis of the 2019 Georgia Milestones Assessment System data revealed that approximately 58% of all students are performing at the "proficient" or "distinguished" performance levels on the math assessments.

S.M.A.R.T. Objective: To increase the math GMAS performance levels at the "proficient" or "distinguished" levels from 58% to 61% for FAY students

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS math EOG

Outcome: _____

Final Report Date: _____ **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Expand and restructure High School Readiness courses for identified eighth grade students	Dr. Bickmore, Dr. Dugger	Dr. McManigal	Aug 27, Nov 22, Jan 16	Easy CBM, SREB math readiness curriculum, PL budget	Students will meet 75% accuracy toward expectations on Easy CBM pre/post (40% mid-point).
Implement school-wide math fluency program	teachers, Dr. Dugger, Dr. Powell	Dr. McManigal	Oct 8, Dec 10, Mar 17, May 19	Math Minutes Curriculum	Students will increase the average score on mastery assessments by 3% from FY19 to FY20.
Continue Mathematics Design Collaborative (MDC) professional learning with a focus higher-ordered questioning techniques with select teachers Hattie: (Challenge of Goals - effect size 0.52, Quality Instruction - effect size 1.00, Classroom environment - effect size 0.56)	Mrs.Huyer, Mrs. Harper, Ms. Payne, Mrs.	Dr. McManigal	Aug 27, Nov 22, Jan 16	Title I, MDC resources/coach-embedded observations	Students will increase the average score on mastery assessments by 3% from FY19 to FY20.

Camden County Schools Action Plan

School/Dept: Sugarmill Elementary School

Critical Issue: The 2019 GMAS data revealed 65% of all students in grades 3-5 performed at "proficient" or "distinguished" performance levels on the ELA EOG.

S.M.A.R.T. Objective: To increase the percentage of students performing in the "proficient" or "distinguished" performance levels in ELA on the 2020 EOG from 65% to 68%.

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

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

Performance Indicator: (Lagging Indicator) 2020 GMAS EOG ELA

Outcome: _____

Final Report Date: 6/1/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
The teachers will analyze lexile scores and disaggregate data from district data to effectively differentiate instruction to routinely meet the needs of all students.	English/Fabie/Coley	Admin Team	10-22 1-7 3-24	PL/Title I/TLS/MAP	RIT Score of: grade 3 206-350; grade 4 212-350; grade 5 218-350 with 50% in December and 68% in April.
The teachers will meet with students to regularly set goals, monitor progress, and conference on ELA goals.	Valdez/ Boeckel/ Joiner/Brooks/ Segler/ Hutchinson	Vertical Team/ Leadership Team	9-3 12-3 3-17	MAP/Write Score/ Rubrics/ Student-Teacher Goal Form/ Title I	Lexile growth of 50 in December and 100 points in April; 55% of students in December then 60% in April will meet their growth targets on the MAP Growth assessment.
The teachers will implement balanced literacy program in grades 1-2 with vertically aligned strategies.	Vertical Teams/ K-2/Coley	Admin Team	10-8 12-10 2-11	PL/Title I/ TLS/MAP/Easy CBM/ Gkids/ESGI/ Reading A-Z	Lexile growth of 50 in December and 100 points in April. 55% of students in December, then 60% in April will meet their growth targets on the MAP Growth assessment.
The teachers will implement the LFS Course 3 Catching Kids Up strategies to preview and build prior knowledge for grade-level instruction.	Carreira/ English/Fabie/S PED-ILT	Admin Team	10-22 1-7 24	PL/Title I/ TLS/MAP/Easy CBM/ Gkids/LFS	RIT score of at least: grade 3 193-205; grade 4 197-211; grade 5 203-217 with 60% in December and 65% in April.
Analyze kindergarten foundational reading data while implementing the school wide balanced literacy plan with a focus on all six elements (guided reading, independent reading, writing, interactive read aloud, shared reading, and foundational literacy).	Valdez	Admin Team	10-15 1-3 3-17	Title 1/ PL/Gkids/LFS/ Reading A-Z	K increase to 40%, 55%, 70% on identified foundational skills measured by GKIDS 2.0

Camden County Schools Action Plan 2019-2020

School/Dept: Sugarmill Elementary School

Critical Issue: The 2019 GMAS data revealed that 72% of students in grades 3-5 performed at "proficient" or "distinguished" performance levels on the Math EOG.

S.M.A.R.T. Objective: To increase the percentage of students performing in the "proficient" or "distinguished" performance levels in Math on the 2020 EOG from 72% to 77%.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS EOG Math

Outcome: _____

Final Report Date: 6/1/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
The teachers analyze and disaggregate data from district assessments in order to continually differentiate instruction.	Coley/ Lee/ Fabie	Admin Team	10-29 1-14 3-24	RESA/MAP/ Powerschool Assessment/ Leadership Team/ TLS/Title I	RIT scores of: grade 3 206-218; grade 4 215-230; grade 5 227-241 with 50% in December and 77% in April.
The teachers will meet with students to regularly set goals, monitor progress, and conference on MATH goals.	Valdez/Boeckel/ Joiner/Brooks/ Segler/ Hutchinson	Admin Team/ Vertical Team/ Leadership Team	9-3 12-3 3-17	Quantile Review/RESA/ MI Data/Title I	55% of students in December, then 60% in April will meet their growth targets on the MAP Growth assessment.
The teachers will implement the LFS Course 3 Catching Kids Up strategies to preview and build prior knowledge for grade-level instruction.	Johnston/Lee/ Fabie/SPED-ILT	Admin Team	10-29 1-14 3-24	PL/Title I/ TLS/MAP/ Easy CBM/ Gkids/ LFS	RIT score of at least: grade 3 190-205; grade 4 198-214; grade 5 209-226 with 60% in December and 70% in April.

Camden County Schools Action Plan 2019-2020

School/Dept: Sugarmill Elementary School

Critical Issue: The 2019 GMAS data revealed 35% of all students in grades 3-5 performed at 3 or 4 on the writing scoring scales on the ELA EOG.

S.M.A.R.T. Objective: To increase the percentage of students performing on the writing scoring scales to 3 and 4 in ELA on the 2020 EOG from 35% to 38%.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS EOG Writing

Outcome: _____

Final Report Date: 6/1/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
The teachers will analyze and disaggregate data from WriteScore in order to continually differentiate instruction for the elements of Traits 1 & 2.	Brooks/ Segler/ Hutchinson	Admin Team/ Vertical Team	11-5 2-4	RESA/Asseslet data/Write Score/ Title I/PL/Common Assessments	Percent of students demonstrating sufficient (level III) and strong levels (level IV) from 25%, to 35%, and then 45% as measured on the WriteScore rubric.
The teachers will implement balanced literacy program K-2 with vertically aligned strategies with a writing plan focusing on breaking down prompts, creating strong leads, writing with details/evidence, and having strong closure.	Valdez/ Boeckel/ Joiner	Admin Team	10-8 1-7 3-24	PL/Title I/ TLS/LFS/Write Score/Powerschool Assessment	To increase the percent of students demonstrating 3 of the 4 skills on the CCS Writing Checklist from 25%, 50%, and 75%
The teachers will meet with students to regularly set goals, monitor progress, and conference on ELA goals.	Valdez/Boeckel/ Joiner/Brooks/ Segler/ Hutchinson	Vertical Team/ Leadership Team	9-3 12-3 3-17	MAP/Write Score/ Rubrics/ Student-Teacher Goal Form/ Title 1	Lexile growth of 50 in December and 100 points in April; 55% of students in December then 60% in April will meet their growth targets on the MAP Growth assessment.

Camden County Schools Action Plan 2019-2020

School/Dept: Woodbine Elementary School

Critical Issue: The 2019 GMAS data revealed 43% of all students in grades 3-5 performed below the "proficient" performance level on the ELA EOG.

S.M.A.R.T. Objective: Increase the % of students performing at or above the "proficient" performance level from 57% to 60% on the 2020 GMAS EOG in ELA.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS EOG ELA

Outcome: _____

Final Report Date: 6/1/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Contract services and RTI teachers will work with targeted groups for areas in need of improvement as identified through assessment data	RTI Teachers	TLS	Oct. 2, Jan. 15, March 19	Title I & IE Funds	Increase % students performing in the following Reading RIT ranges: Grade 3, 206-350, Grade 4, 212-350, Grade 5, 218-350 from 30% to 50% to 70% respectively.
To increase ELA performance, implement school-wide anchor time for HOTS through writing and conduct Lexile goal setting conferences	TLS	Principal	Oct. 2, Jan. 15, March 19	Title I & Writescore	Increase student writing performance in the top 3 scoring categories by 10% in grades 3-5 from 2019
ELA teachers in grades 1-5 will administer common and formative assessments based on the CCS assessment schedule and apply interventions based on the level of student performance	ELA Teachers	TLS	Oct. 2, Jan. 15, March 19	Title I	following Reading RIT ranges: Grade 3, 206-350, Grade 4, 212-350, Grade 5, 218-350 from 30% to 50% to 70% respectively.
Teachers will conduct collaborative conferences (C-4) for grades K-5 and transition activities for grades K & 5 to promote parent understanding of student learning goals and expectations	Leadership Team	TLS	Oct. 2, Jan. 15, March 19	Title I	Increase parent attendance rate from 35% to 40% or greater by the end of the year
Vertical Team PLCs and weekly collaborative planning	TLS	Principal	Oct. 2, Jan. 15, March 19	Title I & PL Funds	Increase % of students in Black and ED subgroups in the following Reading RIT ranges: Grade 3, 206-350, Grade 4, 212-350, Grade 5, 218-350 by 10%.
PLC for SPED teachers on ALDs and co-teaching service model	SPED Teachers	TLS	Oct. 2, Jan. 15, March 20	Title I & PL Funds	Increase % of students in SWD subgroup in the following Reading RIT ranges: Grade 3, 206-350, Grade 4, 212-350, Grade 5, 218-350 by 10%.

Camden County Schools Action Plan 2019-2020

School/Dept: Woodbine Elementary School

Critical Issue: The 2019 GMAS data revealed 34% of all students in grades 3-5 performed below the "proficient" performance level on the math EOG.

S.M.A.R.T. Objective: Increase the % of students performing at or above the "proficient" performance level from 62% to 65% on the 2020 GMAS EOG in Math.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS EOG Math

Outcome: _____

Final Report Date: 6/1/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Contract services and RTI teachers will work with targeted groups for areas in need of improvement as identified through assessment data.	RTI Teachers	TLS	Dec. 4 & March 26	Title I & IE Funds	Increase % students performing in the following Math RIT ranges: Grade 3, 206-350, Grade 4, 215-350, Grade 5, 226-350 from 30% to 50% to 70% respectively.
To increase math performance, implement 15 minute school-wide anchor time for fact fluency	TLS	Principal	Oct. 2, Jan. 15, March 19	Title I	Increase percentage of students meeting fluency targets in Math Masters initiative to 25%, 50%, and 75% respectively.
Math teachers in grades 1-5 will administer common and formative assessments based on the CCS assessment schedule and apply interventions based on the level of student performance.	Math Teachers	TLS	Oct. 2, Jan. 15, March 19	Title I	Increase % students performing in the following Math RIT ranges: Grade 3, 206-350, Grade 4, 215-350, Grade 5, 226-350 from 30% to 50% to 70% respectively.
Teachers will conduct collaborative conferences (C-4) for grades K-5 and transition activities for grades K & 5 to promote parent understanding of student learning goals and expectations.	Leadership Team	TLS	Oct. 2, Jan. 15, March 19	Title I	Increase parent attendance rate from 35% to 40% or greater by the end of the year.
Vertical Team PLCs and weekly collaborative planning	TLS	Principal	Oct. 2, Jan. 15, March 19	Title I & PL Funds	Increase % of students in Black and ED subgroups in the following Math RIT ranges: Grade 3, 206-350, Grade 4, 215-350, Grade 5, 226-350 by 10%.
PLC for SPED teachers on ALDs and co-teaching service model.	SPED Teachers	TLS	Oct. 2, Jan. 15, March 19	Title I & PL Funds	Increase % of students in Black and ED subgroups in the following Math RIT ranges: Grade 3, 206-350, Grade 4, 215-350, Grade 5, 226-350 by 10%.

Camden County Schools Action Plan 2019-2020

School/Dept: Woodbine Elementary School

Critical Issue: The 2019 GMAS EOG data revealed 66% of all 5th grade students performed below the "proficient" performance level on the social studies EOG.

S.M.A.R.T. Objective: Increase the % of students performing at or above the "proficient" performance level from 44% to 47% on the 2020 GMAS EOG in SS.

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

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

**Performance Indicator:
(Lagging Indicator)** 2020 GMAS EOG SS

Outcome: _____

Final Report Date: 6/1/2020 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Social studies teacher in grade 5 will administer formative and common assessments to identify student needs and apply interventions based on those results.	Teacher	TLS	Oct. 30, Dec. 18, Mar. 26	Title I	Increase the percentage of students exceeding the 70% pass rate from 50% to 60% and 75% respectively on common and formative assessments.
Social studies teacher in grade 5 will incorporate daily/weekly maintenance activities.	Teacher	TLS	Oct. 30, Dec. 18, Mar. 27	Title I	Increase the percentage of students exceeding the 70% pass rate from 50% to 60% and 75% respectively on common and formative assessments.
Incorporate higher order thinking strategies (HOTS) into the SS content activities and teacher made assessments.	Teacher	TLS	Oct. 30, Dec. 18, Mar. 28	Title I	Increase the percentage of students exceeding the 70% pass rate from 50% to 60% and 75% respectively on common and formative assessments.
Contract services will work with targeted groups for areas in need of improvement as identified through assessment data.	Teacher/Contract Services	TLS	Oct. 30, Dec. 18, Mar. 28	Title I & IE Funds	Increase the percentage of students exceeding the 70% pass rate from 50% to 60% and 75% respectively on common and formative assessments.
Cross-school PLCs and weekly collaborative planning	TLS	Principal	Oct. 30, Dec. 18, Mar. 28	Title I & PL Funds	Increase the percentage of students exceeding the 70% pass rate from 50% to 60% and 75% respectively on common and formative assessments.