

Identified Goals for Improvement

ESEA Performance Goal 1: By 2016-17, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts, math, science, and social studies.

Annual Measurable Objective(s):

- Elementary Objective A – The number of students ready for first grade as indicated by GKIDS will increase by three percent by 2017.
- Elementary Objective B – From FY16 to FY17, the percentage of students in grades 3-5 who meet and/or exceed Level 3 on the English Language Arts section, including reading and writing, of the Georgia Milestones EOG will increase by 3%.
- Elementary Objective C - From FY16 to FY17, the percentage of students in grades 3-5 who meet and/or exceed Level 3 on the math section of the Georgia Milestones EOG will increase by 3%.
- Elementary Objective D – From FY16 to FY17, the percentage of students in grade 5 who meet and/or exceed Level 3 on the science and social studies section of the Georgia Milestones EOG will increase by 3%.
- Middle Objective E - From FY16 to FY17, the percentage of students in grades 6 - 8 who meet and/or exceed Level 3 on the math section of the Georgia Milestones EOG will increase by 3%.
- Middle Objective F - From FY16 to FY17, the percentage of students in grades 6 – 8 who meet and /or exceed Level 3 the English Language Arts section, including reading and writing, of the Georgia Milestones EOG will increase by 3%.
- Middle Objective G - From FY16 to FY17, the percentage of students in grade 8 who meet and/or exceed Level 3 on the science section of the Georgia Milestones EOG will increase by 3%.
- Middle Objective H- From FY16 to FY17, the percentage of students in grade 8 who meet and/or exceed Level 3 on the social studies section of the Georgia Milestones EOG will increase by 3%.
- High Objective I. a. – By 2017 the percentage of students who meet and/or exceed Level 3 on the Coordinate Algebra End of Course Test (EOC) will increase by 3%.
- High Objective I. b. – By 2017 the percentage of students who meet and/or exceed Level 3 on the Analytic Geometry End of Course Test (EOC) will increase by 3%.
- High Objective I.c. – By 2017 the percentage of students who meet and/or exceed Level 3 on the Algebra I End of Course Test (EOC) will increase by 3%.
- High Objective J. a. – By 2017 the percentage of students who meet and/or exceed Level 3 on the 9th Lit End of Course Test (EOC) will increase by 3%.
- High Objective J. b. – By 2017 the percentage of students who meet and/or exceed Level 3 on the American Lit End of Course Test (EOC) will increase by 3%.
- High Objective K. a. By 2017 the percentage of students who meet and/or exceed Level 3 on the Biology End of Course Test (EOC) will increase by 3%.
- High Objective K. b. – By 2017 the percentage of students who meet and/or exceed Level 3 on the Physical Science End of Course Test (EOC) will increase by 3%.
- High Objective L. a. – By 2017 the percentage of students who meet and/or exceed Level 3 on the US History End of Course Test (EOC) will increase by 3%.
- High Objective L. b. – By 2017 the percentage of students who meet and/or exceed Level 3 on the Economics End of Course Test (EOC) will increase by 3%.
- Pre- K Objective M – By 2017, the percentage of the students ready for Kindergarten as indicated by Work Sampling Online (WSO) performance tasks will increase by 3%.

Actions/Strategies/Interventions or Programs **AMO=Annual Measurable Objective	GSS	Professional Learning needed	Resources or Materials Needed and funding source	Persons or Positions Responsible for Implementing, Monitoring, and Evaluating	Timeline for Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
(AMO – A) Elem. Rdg. - K Use benchmark and progress monitoring data to develop small groups and determine instructional needs		Training on using data Differentiated Instruction by the Academic Coach & API	DIBELS Next, (web-based), Fountas & Pinnell kits, GKIDS informal assessments <i>Title I</i>	Classroom teacher, Academic Coach, Principal	2016-19	GKIDS results DIBELS Informal Assessment Fountas and Pinnell Reading Comprehension Benchmarks	Small group lesson plans, DIBELS data Fountas and Pinnell data Data meeting minutes	Assessment results-informal and formal, summative assessments at local and state level
(AMO – A) Elem. Math - K Use benchmark and progress monitoring data to develop small groups and determine instructional needs	12d	Math Workshops offered through HGRESA Training on using data Differentiated Instruction by the Academic Coach & API	GKIDS informal assessments <i>Title I</i>	Classroom teacher, Academic Coach, Principal	2016-19	GKIDS results	Small group lesson plans, teacher observations Data meeting minutes	Assessment results-informal and formal, summative assessments at local and state level
(AMO – A) Elem. Math - K Develop or enhance more rigorous math workstations	12d	Training provided by <i>Academic Coach</i> Differentiated Instruction by the Academic Coach & IC	Math manipulatives, Instructional Frameworks w/Performance tasks, Go Math <i>Title I</i>	Classroom teacher, Academic Coach, Principal	2016-19	GKIDS results Informal assessments	Small group lesson plans, GKIDS results Informal assessment data Data meeting	Assessment results-informal and formal, summative assessments at local and state level

							minutes	
(AMO – B) Elem. ELA Use data from appropriate assessments to develop small groups and determine instructional needs	I1d	Data Team training, Differentiated Instruction training by the Academic Coach & IC Training on Performance Matters and GoFar	Palm Pilots, DIBELS NEXT (web-based) Fountas and Pinnell Comprehension Kits, <i>Raz-Kids</i> , & Triumphs Intervention by McGraw-Hill <i>Title I-A, Title VI-B</i>	Classroom Teacher, Academic Coach, SWAT Team, IC	2016-19	DIBELS Benchmarks, Fountas and Pinnell, formative assessments, pre/post assessments	Small group lesson plans; sign-in sheets from training; DIBELS score Benchmark data, Fountas & Pinnell data, Raz-Kids data, data meeting minutes	Assessment results-informal and formal, summative assessments at local and state level
(AMO – B) Elem. ELA Follow the scope and sequence of the core reading program or units of study	C3c		Mac- McGraw-Hill Core Rdg materials and supplemental materials Units of study for Reading Workshop <i>Local, Title I</i>	Academic Coach, Classroom Teachers, IC	2016-19	End of the Unit Test, informal assessments, F & P comprehension benchmarks, Raz-Kids, EOG results	EOG results, Assessment data: F & P, Raz-Kids,	Assessment results-informal and formal, summative assessments at local and state level
(AMO – C) Elem. Math Use benchmark and progress monitoring data to develop small groups and determine instructional needs		Differentiated Instruction by the Academic Coach & IC Training on Performance Matters and GoFar	Data from formative assessments <i>Title I, Local</i>	Classroom teacher, Academic Coach, Principal	2016-19	Formal assessments, Math Facts in A Flash,	Small group lesson plans, data from assessments	Assessment results-informal and formal, summative assessments at local and state level
(AMO – C) Elem. Math Develop or enhance more rigorous math workstations	I2d	Differentiated Instruction by the Academic Coach & IC	Math manipulatives, Instructional Frameworks w/Performance tasks, GoMath <i>Title I</i>	Classroom teacher, Academic Coach, IC, Principal	2016-19	Informal assessments formal assessments, assessments	Small group lesson plans, data from assessments	Assessment results-informal and formal, summative assessments at

								local and state level
(AMO – C) Elem. Math Develop map and timeline for identifying and mastering math standards	C1b	NA	Math Standards	Classroom teachers IC, Academic Coach	2016-19	Unit tests Informal assessments EOG Assessments	Copy of timeline/map Unit tests, data from assessments	Lesson plans correlated to maps, Assessment results-informal and formal, summative assessments at local and state level
(AMO – D) Elem. Science and Social Studies Develop appropriate science and social studies lessons that engage/interest students		Workshops provided by HGRESA Embedded professional learning on engagement strategies	Content Specific Professional Learning <i>Title I</i>	HGRESA, IC, Academic Coach, Classroom Teachers	2016-19	Assessment results. Awareness walks. Teacher shared lessons during PL	Lesson plans, professional learning agenda or minutes	Assessment results-informal and formal, summative assessments at local and state level
(AMO – D) Elem. Science and Social Studies Develop pacing guide/time line for social studies and science to determine pace necessary to teach standards		N/A	Science & Social Studies GSE	Classroom teachers, IC, Academic Coach	2016-19	Unit tests Informal assessments	Copy of timeline/map Unit tests, data from assessments	Lesson plans correlated to maps, Assessment results-informal and formal, summative assessments at local and state level
(AMO – A-D) Elem. Writing Writing assignments in all content areas and teaching sessions on the writing process/constructive responses.	I1c	Writing workshop training provided by Academic Coach and IC	Journals Writing Rubrics, Units of study, 6 + 1 Traits, Writing Workshop Kit <i>Local, Title I</i>	Principal, IC, Academic Coach, Classroom Teachers	2016-19	Results of the EOG ELA Writing Domains	Writing samples from portfolios, lesson plans, Observations	EOG ELA Writing
(AMO - E) Middle Math a. Increased use of technology b. 21 st Century After school	C-1,3 I-2	Mathematics vertical teaming Data vertical teaming	Technology Mobymax <i>QBE, Local, Title</i>	Principal and API, Classroom	2016-19	Teacher made tests, Unit tests, Benchmark	Class and after school attendance logs,	Improvement of students' mathematics

<p>program c. Remedial math classes d. Ga. Math Standards and Frameworks e. GOFAR f. Vocabulary Focus g. Mobymax h. Math in the Fast Lane i. ACC math classes</p>	<p>A-1,3</p>	<p>Data analysis training</p>	<p><i>VI-B, 21st CCLC</i></p>	<p>Teachers, 21st CCLC Coordinator</p>		<p>Assessments, Awareness Walks, Mathematics portion of the EOG</p>	<p>logs of student use of technology, lesson plans, and samples of student work, meeting minutes, software reports</p>	<p>achievement as evident on benchmark assessments and EOG.</p>
<p>(AMO - F) Middle ELA/Rdg a. Reading/Writing across the curriculum b. Increased use of technology c. 21st Century After school program d. ACC language arts classes e. Reading and ELA taught with GA DOE Frameworks f. Vocabulary Emphasis g. Mobymax h. GOFAR i. Remedial ELA classes</p>	<p>C-1,2 I-1,2,3 A-1</p>	<p>ELA Vert. Teaming Data analysis training, Reading and Writing standards for science, social studies, and CTAE</p>	<p>Mobymax Technology <i>QBE, Local, 21st CCLC, Title I</i></p>	<p>Principal and API, Classroom Teachers, 21st CCLC Coordinator</p>	<p>2016-19</p>	<p>Teacher Made Tests Reading/Language Arts portions of the EOG Benchmark Assessments, Awareness Walks</p>	<p>Reading in all classes, logs of student use of technology, attendance in after school, and samples of student work, lesson plans, meeting minutes, software reports</p>	<p>Improvement of students' language arts and reading achievement as evident on benchmark assessments, EOG</p>
<p>(AMO - G) Middle Science a. Increase use of technology b. Science Fair c. ACC science classes d. GSE implementation e. Vocabulary Emphasis f. Writing/ reading across curriculum g. GOFAR h. Thinking Maps</p>	<p>C-1,2,3 I-1,2,3 A-1</p>	<p>Data analysis training</p>	<p>Technology <i>QBE, Local, Title VI-B, Title I</i></p>	<p>Principal and API, Classroom Teachers</p>	<p>2016-19</p>	<p>Teacher Made Tests Unit Tests Science portion of the EOG Benchmark Assessments, Awareness Walks</p>	<p>Class and after school attendance logs, logs of student use of technology, and samples of student work, lesson plans</p>	<p>Improvement of students' science achievement as evident on benchmark assessments and EOG</p>
<p>(AMO - H) Middle Soc. Studies</p>	<p>C-</p>	<p>Curriculum mapping</p>	<p>Common core</p>	<p>Principal and</p>	<p>2016-19</p>	<p>Teacher Made Tests</p>	<p>Class and after</p>	<p>Improvement of</p>

<p>a. Increase use of Technology b. GSE Implementation c. ACC Soc. Studies classes d. Student Council e. Reading/writing across the curriculum f. DAR Essay Participation g. Vocabulary Focus h. Thinking Maps</p>	<p>1,2,3 I-2 A- 1,3</p>	<p>Data analysis training</p>	<p>updates Technology <i>QBE, Local, Title II-A, Title I</i></p>	<p>API, Classroom teachers,</p>		<p>Unit Tests Social Studies portion of the EOG Awareness Walks</p>	<p>school attendance logs, student use of technology, samples of student work, lesson plans</p>	<p>students' social studies achievement as evident of benchmark assessments and EOG</p>
<p>(AMO - I) EOC Math a. Increased Use of Technology b. OdysseyWare c. 21st century afterschool tutoring/credit recovery d. Honors and AP math classes e. Required Performance Tasks f. SAT/ACT Practice g. Remedial classes h. Dual Enrollment classes with CTTC and MGSC</p>	<p>C- 1,3 I-2 A- 1,3</p>	<p>GCTM Conference Mathematics Vertical Teaming Data Analysis Training Gifted and AP Training CCGPS Training Student Engagement Common Planning Standards Based Classroom Training</p>	<p>Technology Release Time for CCGPS Training 21st Century Learning Center <i>Title VI-B, Title IIA, 21st Century</i></p>	<p>Principal, API, Classroom Teachers</p>	<p>2016-19</p>	<p>SAT/ACT EOC</p>	<p>Class and after school attendance logs, logs of student use of technology, and samples of student work Classroom Evaluations</p>	<p>Improvement of students' mathematics achievement as evident on EOC, Improvement of Math scores on SAT/ACT</p>
<p>(AMO -J) EOC ELA a. Increased literacy focus in all classes b. Increased use of technology c. 21st Century afterschool tutoring/Credit recovery d. CCGPS implementation e. Honors and AP English classes f. Research Process at each grade level g. SAT/ACT Review h. Odysseyware i. Writing Process j. Remedial classes</p>	<p>C- 1,2 I- 1,2,3 A-1</p>	<p>Reading/Writing Strategies – CCGPS Differentiated Learning Workshops Student Engagement Technology Training GPS Training Data Analysis Training Gifted and AP Training Standards Based Classroom Training Close Reading</p>	<p>Technology Release Time for CCGPS Training and Close Reading Training <i>QBE, Local, Title VI-B, II-A, 21st Century</i></p>	<p>Principal, API, Classroom Teachers</p>	<p>2016-19</p>	<p>Teacher Observations Unit Tests SAT/ACT Writing Portfolios EOC</p>	<p>Reading logs used in all classes, logs of student use of technology, attendance in class and after school, and samples of student work Classroom Evaluations</p>	<p>Improvement of students' English achievement as evident on EOC</p>

k. Close Reading		Training						
(AMO - K) EOC Science a. GSE implementation- Increased literacy focus. b.. 21 st Century afterschool tutoring/Credit recovery c. Increased use of technology d. Honors science classes e. Increased lab activities f. Teach Greek/Latin prefixes g. Required Inquiry Process project h. Remedial classes	C- 1,2,3 I- 1,2,3 A-1	Data Analysis Training Texas Instruments Training GSE Training Standardized Testing Workshops Gifted and AP Training Science Conference Student Engagement Standards Based Classroom Training	Technology Release Time for CCGPS Training <i>QBE, Local, Title VI-B, Title IIA, 21st Century</i>	Principal, API, Classroom Teachers	2016-19	Teacher Observations Unit Tests EOC	Class and after school attendance logs, logs of student use of technology, and samples of student work Classroom Evaluations	Improvement of students' science achievement as evident on EOC
(AMO - L) EOC Soc. St. a. GSE implementation- Increased literacy focus b. 21 st Century afterschool tutoring/Credit recovery c. Increased use of technology f. Honors and AP Social Studies classes g. Required Inquiry Process Project h. Remedial classes	C-1 I- 1,2,3 A-1	Data Analysis Training Technology Training CCGPS Training Standardized Testing Workshops Gifted and AP Training Social Studies Conference Student Engagement Standards Based Classroom Training	Technology Release Time for CCGPS Training <i>QBE, Local, Title IIA, 21st Century</i>	Principal, API, Classroom Teachers	2016-19	Teacher Observations Unit Tests EOC	Class and after school attendance logs, logs of student use of technology, and samples of student work Classroom Evaluations	Improvement of students' social studies achievement as evident on EOC
(AMO-M) Pre-K- Use benchmarks and progress		Training on Work Sampling Online	Internet based computers	Classroom teachers, Pre-K	2016-19	WSO data, Developmental	Small group lesson plans	Informal and formal assessment

<p>monitoring data to develop small groups and determine instructional needs.</p>			<p><i>Bright from the Start</i></p>	<p>Director</p>		<p>Checklist, progress monitoring</p>	<p>Benchmark data</p>	<p>results Developmental Checklists</p>
<p>(AMO – A through L) Maintain and Increase Parental Involvement -K, 6th, 9th, 12th grade orientations -Parent Mentor Meetings –SWD Parents -Family Nights -Parent/Teacher Conferences -Newsletters, Brochure --Infinite Campus Parent Portal (student grade software) -Local TV – Channel 100/10 -PTO Meetings -System/School Websites -Elementary Parent Nights by Grade -Extracurricular Activities -Church bulletins -Articles in local newspaper -Grade level parent meetings -Dual Enrollment -Email Pitchfork to parents daily -Facebook -Remind 101 -Parent Involvement Coordinator -Parent Workshops</p>		<p>HGRESA Workshop Parent Involvement Coordinator Archway Partnership EL Parent Workshops</p>	<p>Parent booklets Agendas Materials for Open House and Parent Conf. Parent Mail-outs Parent Involvement Coordinator <i>Title I-A, Local, Title VI-B</i></p>	<p>Asst. Supt. Principals Parent Involvement Coordinator Teachers Technology Coordinator Counselors SpEd Parent Mentor SpEd Director Superintendent</p>	<p>2016-19</p>	<p>Participation by parents</p>	<p>Sign ins, Surveys</p>	<p>Parent Surveys</p>

(AMO – A through M) Class Size Reduction Teachers		Differentiation Strategies Classroom Management Strategies	Additional teachers and benefits provided at all levels <i>Title I-A, Title II-A</i>	Superintendent Principals Classroom Teachers	2016-19	Scores on state mandated tests	Benchmark tests	Increase in student achievement
Identified Goals for Improvement								
ESEA Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in Reading/Language Arts and Mathematics.								
Annual Measurable Objective(s):								
<ul style="list-style-type: none"> The percentage of limited English proficient students of Pulaski County School System who become proficient in English and meet or exceed standards on state mandated assessments in mathematics will increase by 3% annually. 								
Actions/Strategies/Intervention or Programs	GSS	Professional Learning	Resources or Materials Needed (Include funding source)	Persons or Positions Responsible for Implementing, Monitoring, and Evaluating	Timeline for Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
(AMO – Mathematics) a. Increased use of technology b. After school tutoring 21 st CCLC c. Remedial math classes d. Tutoring by ESOL teacher	C-1,3 I-2 A-1,3	ESOL Endorsement <i>Rosetta Stone</i> Title III Conference SSTAGE Conference	Technology Release time for training <i>Professional Learning Title III</i>	Principals Title III Director Counselors ESOL-Certified Teachers	2016-2019	Teacher Observations Unit Tests Mathematics portion of Georgia Milestones	Class and after-school attendance logs, logs of student use of technology, and samples of	Improvements of EL students' mathematics achievement as evident on benchmark

e. Pull-Out			<i>Consortium Title VI Title I-C</i>				student work	assessments
(AMO - Reading- English/LA) a. Increased use of technology b. Reading across the curriculum c. 21 st Century afterschool program/Credit Recovery d. Implementation of Standards e. Remedial reading classes f. 90 minute language arts classes in middle school g. Tutoring by ESOL teacher	C-1,2 I-1,2,3 A-1	ESOL Endorsement Reading strategies Standards Training Curriculum mapping	Bilingual dictionaries ELLIS software Headphones Technology Release time for training <i>Title VI-B, Title III Consortium, Title I-C</i>	Principals Title III Director Counselors ESOL-Certified Teachers	2016-2019	Teacher Observations Unit Tests Language Arts portion of Georgia Milestones	Reading in all classes, logs of student use of technology, attendance in class and after school, and samples of student work	Improvement of EL students' English achievement as evident on Georgia Milestones Tests
Identified Goals for Improvement ESEA Performance Goal 3: All students will be taught by highly qualified teachers.								
Annual Measurable Objective(s): • All students of Pulaski County will be taught by highly qualified teachers.								
Recruit and hire highly qualified teachers and paraprofessionals Attend job fairs <i>Not required for FY17</i>		Title I and IIA conferences and workshops PSC Updates	Recruitment <i>Title II-A</i>	Assistant Superintendent Principals	2016-2019	Teacher Certifications	Applicants, job postings, job fair attendance	Percent of positions filled with highly qualified, certified teachers and paraprofessionals
Remediation Plan for teachers or paraprofessionals not HiQ and teachers with non-renewable or non-professional certificates to include coursework or GACE test		N/A	GACE College courses <i>Title II-A</i>	Assistant Superintendent Principals	2016-2019	Remediation Plans Highly Qualified Report - PSC	CPI Report	% of highly qualified and fully certified teachers and paraprofessionals

<i>Not required for FY17</i>								
Identified Goals for Improvement ESEA Performance Goal 4: By 2016-17, all students will be educated in learning environments that are safe, drug free, and conducive to learning.								
Annual Measurable Objective(s): <ul style="list-style-type: none"> All the students in Pulaski County School System will be learning in a safe and drug free environment. 								
Actions/Strategies/ Interventions or Programs	GSS	Professional Learning	Resources or Materials Needed (Include funding source)	Persons or Positions Responsible for Implementing, Monitoring, and Evaluating	Timeline for Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Classroom guidance on Bullying	P/O-4	-Peer Helpers -Georgia School Counselors Conference -Counselor Network	-Videos, power points, and handouts <i>Local</i>	Counselors Family Connections Director Arts Council	2016-19	-Pre and Post student surveys -Classroom activities with student, teacher, and administration evaluations -Pre student survey, scenarios, discussions	Attendance logs	Increased student awareness of all types of bullying (survey) Fewer referrals for bullying to counselor and to office
Positive Behavior Intervention and Supports		PBIS Trainings and redeliveries	PBIS rewards <i>School level funds, Title I-A</i>	Counselors, Principals Assistant Principals	2016-19	Classroom activities with student, teacher, and administration evaluations	Discipline referrals	Less Discipline referrals

Red Ribbon Week Too Good for Drugs Curriculum	P/O-4	N/A	Awareness Materials: Banners, ribbons, pencils, and rulers <i>School level funding</i>	Counselors, Teachers, coaches	Ongoing	Surveys	Attendance logs	Drug awareness as indicated by survey results
CHAMPS	P/O - 4	Course Training <i>Sheriff's Dept.</i>	Student and parent Booklets, Code of conduct <i>Sheriff's Department - SRO</i>	Sheriff's Department - SRO Assistant Principal Teachers	2016-19	Pre and Post Evaluation Surveys	Sample of student work and observations	Fewer discipline referrals
Character Education classes	SC1- d & 1h	HGRESA	Counselor supplies <i>Local</i>	Counselors Principals Assistant Principals Classroom Teachers	On-going	Surveys	End of year discipline reports, End of year referrals to counselor	Reduce number of students referred to administration and/or counselor
Middle School Mentoring Program	P/O-4	Mentoring strategies and techniques	Teachers and staff	Principal Assistant Principal Classroom Teachers	On-going	Checks each 9 weeks	Attendance and participation	Fewer discipline referrals; better attendance and grades
Install and maintain surveillance cameras for school halls and classrooms Purchase radios	P/O-4	N/A	Cameras, radios, digital recorders, and installation <i>Local, SPLOST</i>	Director of Operations	Additional cameras will be added as needed	Decrease in discipline issues	Decrease in discipline issues	Decrease in discipline issues

**LEA Improvement Plan for Pulaski County School System
FY 17**

Teen Maze		N/A	Facility	Archway Partnership Pulaski Tomorrow Family Connections Directors	2016-19 (every other year)	Surveys	Survey data	Results of surveys, feedback from parents and students
Job Shadow Days		N/A	N/A	Counselor, CTAE Advisor, Principal, AP	2016-19	Surveys	Survey data	Feedback from employers and students
Financial Literacy Day		N/A	N/A	Archway Partnership, Pulaski Tomorrow Counselor Principal, AP	2013-2016 (every other year)	Surveys	Survey data	Results of surveys, feedback from employers, parents and students
HHS Mentoring Program		N/A	N/A	Cadre Chair, Principal, AP	2016-19	Surveys	Survey data	Results of surveys, feedback from parents, teachers, and students

Identified Goals for Improvement								
ESEA Performance Goal 5: By 2016-17, all students will graduate from high school.								
Annual Measurable Objective(s):								
<ul style="list-style-type: none"> By 2017, the cohort graduation rate will increase to 80%. 								
Actions/Strategies/ Interventions or Programs	GSS	Professional Learning	Resources or Materials Needed (Include funding source)	Persons or Positions Responsible for Implementing, Monitoring, and Evaluating	Timeline for Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
a. Remediation for seniors who have not passed the required courses b. Credit recovery c. CCGPS implementation d. Remediation e. Parent Workshop & meeting f. Attendance policy g. Teacher mentors for at risk students h. Advisement Period	A-3	- Training in Instructional Strategies in all content areas - Data Analysis Training - OdysseyWare Training - CCGPS Training - Standardized Testing Workshops	aOdysseyware Licenses c. Georgia Virtual High School 21 st Century Learning Center <i>QBE, Local, 21st CCLC RT3</i>	Principal Assistant Principal of Instruction Counselor Classroom Teachers 21 st Learning Center	2016-19	Graduation rate according to CCRPI	Attendance logs, lesson plans, and samples of student work	Successful completion of high school in four/five years
Field Trips to Colleges/Career Sites		N/A	Bus, Driver, Gas	Principal Assistant Principal of Instruction Counselor	2016-19	Graduation Rate, student surveys	Attendance	Successful completion of high school in four/five years
21 st Century Afterschool Program		Training of teachers	Snacks, Online licenses	21 st Century Director, Principal Assistant Principal	2016-19	Odysseyware credit recovery program or VHS credit	Completing units in credit recovery program	Passing scores on assessments

			2st Century	of Instruction		recovery		
Identified Goals for Improvement								
IDEA Performance Goal 1: Improve post-school outcomes for students with disabilities.								
Annual Measurable Objective(s):								
<ul style="list-style-type: none"> By 2017, the number of SWD who graduate from high school with a regular education diploma will meet or exceed the state target of 85%. 								
Actions/Strategies/Interventions or Programs	GSS	Professional Learning	Resources or Materials Needed (Include funding source)	Persons or Positions Responsible for Implementing, Monitoring, and Evaluating	Timeline for Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
SWD will be educated to the maximum extent possible in the general education classroom. Increase SWD enrollment in Co-teaching classes and Transition Classes	SCI 14, 11, 12	Co-teaching professional learning, Differentiated instruction training	GLRS resources HGRESA	Principals, Special Education Director; Special Education Regular Education Teachers	2016-19	Dec. 1 st Federal Report and October FTE to monitor LRE, drop-out and regular high school diploma rate	Internal monitoring of LRE for SWD Monitor Transition Plan	Increase in the regular education diploma rate for SWD
SWD will meet state target for successful transition to college, competitive employment, post secondary education, and other employment		Successful transition plans; participation in the transition alliance; cooperation with voc. rehab	GLRS resources HGRESA	Special Ed. Director, school counselor, SPED teachers, voc rehab counselors	2016-19	Post Secondary outcome reporting	Review of transition plans	Increase successful transition
Increase the percent of parents, with a child receiving SPED services, who report that the school facilitated parent involvement is a way of improving student services and outcomes.		Parent Meetings, Parent Contacts, Written Materials	IDEA VIB	Parent Mentor; SPED Director; SPED teachers	2016-19	SPED State reporting	Number of contacts; Sign in sheets at parent meetings	Higher percentage of satisfied parents for state reporting

Field Trips to Warm Springs/Aviation Center in Eastman, GA		N/A	Bus, Driver, Gas	Spec Ed Director	2016-19	Feedback from students	Transition plans	Placement of students into a rehabilitation center, college, technical college, or workforce
Identified Goals for Improvement								
IDEA Performance Goal 2: Improve services for young children (ages 3-5) with disabilities.								
Annual Measurable Objective(s):								
<ul style="list-style-type: none"> • Objective – Maintain 100% placement of eligible young children by parents or other agencies. 								
Actions/Strategies/Interventions or Programs	GSS	Professional Learning	Resources or Materials Needed (Include funding source, funding cycle and cost)	Persons or Positions Responsible for Implementing, Monitoring, and Evaluating	Timeline for Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Improve services for young children with disabilities Distribute community posters Child-Find efforts continually		Pre-K Prof. learning Autism Training	Partner w/GLRS	Special Education Director; Special Education Pre-School Teachers	2016-19	Developmental rating scales; portfolios	Internal monitoring	Student progress; kindergarten readiness

Identified Goals for Improvement IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.								
Annual Measurable Objective(s): <ul style="list-style-type: none"> SWD who receive their instruction in the general education setting with appropriate accommodations will meet or exceed the state target of less than 16% removal from regular education classes. 								
Actions/Strategies/Interventions or Programs	GSS	Professional Learning	Resources or Materials Needed (Include funding source)	Persons or Positions Responsible for Implementing, Monitoring, and Evaluating	Timeline for Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Improve the provision of a free and appropriate public education to students with disabilities		GLRS partner; Co-teaching; Inclusion; Differentiated instruction; Lindamood-Bell method reading; Read 180 at the high school	LRE Project w/GLRS <i>IDEA Flowthrough</i>	Principals; Special Education Director; Literacy Coaches; SPED teachers	2016-19	Percent of students in regular ed. Classrooms; Conferences	EOC and EOG results; GHSGT results	EOG and EOC results; GHSGT results; Increased reg. education diplomas; fewer drop-outs; Read 180 testing
The Number of SWD in High School that Meets or Exceeds on Level 3 of the Math EOCs will be above the state average.		GLRS Partner	<i>State and Federal Flowthrough Funds</i>	Classroom Teacher	2017	Evaluation of Math Scores; Co-teaching and Math Support classes	Baseline Testing EOC Results	EOC results
Maintain participation rates at 100 %		N/A	N/A	Special Education Director	2017	Observation of Student Numbers	Student numbers	Participation rates for SWD taking the Reading/Language Arts and Math state testing will meet the state recommended 100 %

Identified Goals for Improvement IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.								
Annual Measurable Objective(s): <ul style="list-style-type: none"> • Maintain compliance with state and federal laws and regulations. 								
Actions/Strategies/Interventions or Programs	GSS	Professional Learning	Resources or Materials Needed (Include funding source)	Persons or Positions Responsible for Implementing, Monitoring, and Evaluating	Timeline for Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
Maintain compliance with state and federal laws and regulations; noncompliance will be corrected immediately; All reports submitted on time		No known noncompliance; Director will attend appropriate in-service to comply with requirements	<i>Title VI-B Flowthrough, Professional Learning</i>	Special Education Director	Ongoing	Reports; Conferences		All reports submitted on time