Jasper Middle School Improvement Plan 2013-14
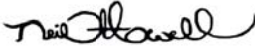
JMS School Improvement Team 2013-14

1. Neil Howell, Principal
2. Brian Barnhill, Assistant Principal – 504 Representative
3. Carol Wilson, 6th Grade Representative
4. Darlene Fowler, 7th Grade Representative
5. Pam Parker, 8th Grade Representative

6. Michele Parks, Special Education Representative
7. Glenda Cagle, RTI Representative
8. Cheryl Carter, Gifted Education Representative
9. Anita Walker, Academic Coach Representative
10. Jesse Scott, Technology Education Representative

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SCHOOL IMPROVEMENT PLAN – INFORMATION PAGE

School Name: Jasper Middle School	**District Name:** Pickens County School System
Principal Name: Neil Howell	**School Year:** 2013-2014

Title I Schoolwide Program ☐ **Title I Targeted Assistance** ☐ **Non-Title I School** ☐

ESEA WAIVER ACCOUNTABILITY STATUS
(Check all boxes that apply and provide additional information if requested.)

Priority School (SIG) ☐ **Priority (Graduation Rate)** ☐ **Priority (Achievement)** ☐

Alert School ☐			Focus School ☐		
Subject Alert	☐	List Subject(s)	Graduation Gap	☐	List High and Low Sub-Groups with Percentages
Sub-Group Alert	☐	List Sub-Group(s)	Achievement Gap	☐	List High and Low Sub-Groups with Percentages
Graduation Alert	☐	List Sub-Group(s)			

Principal's Signature:	**Date: 11/29/2013**
Title I Director's Signature:	**Date:**
Superintendent's Signature:	**Date:**

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Georgia Department of Education

JASPER MIDDLE SCHOOL IMPROVEMENT PLAN
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Document Revision History

6/26/2013 - 6/27/2013	**JMS School Improvement Team meetings with Georgia Evans – SIP Rewritten by JMS S.I.T. Team**
8/5/2013	**JMS School Improvement Team Study Groups (Preplanning) – Review plan with academic group / written feedback from groups**
8/17/2013 – 8/19/2013	**JMS Study Group recommendations entered into current plan by N. Howell (all additions/changes were italicized)**
9/17/2013	**JMS School Improvement Team meeting – Discussion of study group proposed changes – SIT members reviewed changes for consideration.**
10/1/2013	**JMS School Improvement Team reported back to principal with final recommendations.**
10/16/2013	**JMS submits School Improvement Plan to Lisa Smith (RESA School Improvement Specialist) for proofing, corrections, and suggestions.**
11/6/2013	**Principal meets with Lisa Smith to discuss SIP Plan improvements, corrections, and additions.**
11/26/2013 – 11/28/2013	**Principal inserts suggested improvements, corrections, and additions to the SIP (all content changes in italics).**
12/1/2013	**Principal submits electronic copies of improved plan to JMS School Improvement Team members for final approval.**
12/10/2013	**JMS School Improvement Team submits comments regarding improved plan. Principal submits current SIP to faculty & staff for discussion in upcoming grade-level, curriculum, and leadership meetings. Faculty analyzes current plan and determines areas of responsibility for monitoring the plan.**
Ongoing	**Staff members maintain current assessment data in JMS Data Room for discussion and future SIP revisions.**

PROCESS GOAL: All teachers will improve & expand research-based instructional methods through professional learning.

STRATEGIC GOAL AREA I: Student Achievement
Performance Objective A: Implement State-adopted Curriculum

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
3,4,9	**Initiative:** Academic coach conducts horizontal curricular alignment meetings with Jasper Middle School & Pickens County Middle School.	2013-2014 Monthly	Academic Coach Salary - Title I Instructional Materials ($200)	Academic Coach	*See Action Steps*	*See Action Steps*
3,4,9	**Action Steps** 1. Review curriculum maps	Monthly	Academic Coach Salary - Title I Instructional Materials ($200)	Academic Coach	Curriculum Map Revisions	Horizontal Framework and Common Mapping
3,4,9	2. Create common assessments / rubrics	Monthly	Academic Coach Salary - Title I Instructional Materials ($200)	Academic Coach	Common Assessments	Common Assessments
3,4,9	3. Develop additional instructional tasks	Monthly	Academic Coach Salary - Title I Instructional Materials ($200)	Academic Coach	Instructional tasks	Instructional tasks
3,4,9	4. Examine student work / Discuss student data trends through analysis.	Monthly	Academic Coach Salary - Title I Instructional Materials ($200)	Academic Coach	Student work samples & analysis sheets	Student work samples & analysis sheets
3,4,9	5. Discuss teaching and assessment techniques	Monthly	Academic Coach Salary - Title I Instructional Materials ($200)	Academic Coach	Meeting agendas & minutes	Meeting agendas & minutes
3,4,9	**Initiative:** Conduct grade curriculum alignment meetings with 5th grade feeder school teachers and 9th grade teachers at Pickens High School.	2013-2014 Fall & Spring	Budget for substitute teachers for meetings during the school day.	5th & 6th Grade Teachers 8th & 9th Grade Teachers	*See Action Steps*	*See Action Steps*
3,4,9	**Action Steps** 1. Review curriculum maps	Fall & Spring	Budget for substitute teachers	5th & 6th, / 8th & 9th Teachers Academic Coach	Curriculum Map Revisions	Horizontal Framework and Common Mapping
3,4,9	2. Create common assessments / rubrics	Fall & Spring	Budget for substitute teachers	5th & 6th, / 8th & 9th Teachers Academic Coach	Common Assessments	Common Assessments
3,4,9	3. Develop additional instructional tasks	Fall & Spring	Budget for substitute teachers	5th & 6th, / 8th & 9th Teachers Academic Coach	Instructional tasks	Instructional tasks
3,4,9	4. Examine student work / Discuss student data trends through analysis.	Fall & Spring	Budget for substitute teachers	5th & 6th, / 8th & 9th Teachers Academic Coach	Student work samples & analysis sheets	Student work samples & analysis sheets
3,4,9	5. Discuss teaching and assessment techniques	Fall & Spring	Budget for substitute teachers	5th & 6th, / 8th & 9th Teachers Academic Coach	Meeting agendas & minutes	Meeting agendas & minutes
3,4,9	**Initiative:** Increase level of differentiation in all classrooms.	2013-2014				
3,4,9	**Action Steps** 1. Provide supportive PL in the area of effective differentiation	2x per year	PD360, AIMSweb®, DOE Trainer	Principal, Asst. Principal, Academic Coach	Notes from training sessions	Instructional tasks
3,4,9	2. Increase enrichment/remediation through differentiation in the classroom	2x per year	PD360, AIMSweb®, DOE Trainer	Principal, Asst. Principal, Academic Coach	Differentiation noted in lesson plans	Increase differentiation in the classroom noted through observations, common lesson plans, data charts, benchmarks, progress monitoring.

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL(s Increase our reading exceeds percentage from 46% on the 2013 CRCT to 50% on the 2014 CRCT; ELA 39% (2013) to 42% (2014); Math 30% (2013) to 34% (2014); Science 30% (2013) to 34% (2014); Social Studies 48% (2013) to 52% (2014). Decrease our percentage of does not meet: Reading 4% (2013) to 2% (2014); ELA 7% (2013) to 4% (2014); Math 9% (2013) to 5% (2014), Science 17% (2013) to 10% (2014); Social Studies 16% (2013) to 10% (2014).

STRATEGIC GOAL AREA I: Student Achievement

Performance Objective B: Utilize Formative and Summative Data

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
5,6,8,10	**Initiative:** Increase CRCT scores in all areas.	2013-2014	QBE Funding, GA DOE Website, Ga LDS, GA OAS, Study Island®, Renaissance Place®, ILearn®, Holt® Online, Coach Series, Manipulatives, Professional Learning for Differentiation & GaLDS.	Administration, All Teachers & Staff	*See Action Steps*	*See Action Steps*
	Action Steps					
5,6,8,10	1. Implement common core curriculum in Reading, ELA, and Math to align academic content to learning expectations.	Continuous for Entire Year	CCGPS Standards, GADOE Website, QBE Funding	Administration, All Teachers & Staff	CCGPS Standards, Lesson Plans, Student Tests	Benchmark scores, CRCT scores and web-based software scores
5,6,8,10	2. Use GA LDS to target student areas for improvement and use formative and summative data to determine student levels throughout the year.	Continuous for Entire Year	GaLDS Online, QBE Funding	Administration, All Teachers & Staff	GA LDS Data Sheets, Student progress data sheets	Benchmark scores, CRCT scores and web-based software scores
5,6,8,10	3. Use collaborative and collegial planning to develop differentiated instruction and tests for all content levels to improve student achievement.	Once per quarter	Instructional materials, planning time	Administration, All Teachers & Staff	Differentiated tests, lesson plans	Benchmark scores, CRCT scores and web-based software scores, improvement margins
5,6,8,10	4. Use a variety of web based software (Study Island, OAS, ILearn, Holt Online, etc.) to improve student proficiency in academic subjects.	Continuous for Entire Year	Instructional materials, planning time	Administration, All Teachers & Staff	Progress reports from learning software	Benchmark scores, CRCT scores and web-based software scores
5,6,8,10	5. Continue utilizing reading time and Math / ELA clinics to enhance student performance.	Spring semester	Instructional materials, planning time	Administration, All Teachers & Staff	ELA & Math Clinic Schedules, lesson plans for clinics	Benchmark scores, CRCT scores and web-based software scores
5,6,8,10	6. Support & strengthen credit recovery after-school services.	Once per quarter	Instructional materials, planning time, and after-school teacher funding	Administration, All Teachers & Staff	Credit recovery rosters, grade reports, and RTI reports	Benchmark scores, CRCT scores and web-based software scores
5,6,8,10	7. Support & strengthen the remediation time across the curriculum.	Once per week	Instructional materials, planning time	Administration, All Teachers & Staff	Lists of remediation needs, progress reports	Benchmark scores, CRCT scores and web-based software scores
5,6,8,10	8. Implement and monitor AIMSweb® for progress monitoring.	Continuous for Entire Year	Instructional materials, planning time	Administration, All Teachers & Staff	AIMSweb® reports and student progress monitoring reports	Benchmark scores, CRCT scores and web-based software scores

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL(s): In 2014, we will increase 6th Grade Lexile scores to 85% of students meeting a score of 900 or above; Increase 7th grade Lexile scores to 85% of students meeting a score of 950 or above, and increase 8th grade Lexile scores to 80% of students meeting a score of 1050 or above.

STRATEGIC GOAL AREA I: Student Achievement

Performance Objective C: Implement Differentiation and a Diversity of Learning Strategies

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
3,4,8	**Initiative:** Increase Lexile scores in grades 6-8.	2013-2014	QBE Funding, Online Lexile Measures, Destiny® catalog system, Media Specialist training with teachers, AIMSweb (QBE funded)	Media Specialist, Technology Specialist, Director of Teaching & Learning, Teachers, Gifted Coordinator, Academic Coach	*See Action Steps*	*See Action Steps*
	Action Steps					
3,4,8	1. Convert media center collection to Lexile scores using Destiny® catalog system (new in October 2013).	October 2013-January 2014	Destiny® System, QBE Funding	Media Specialist	Media Center Collection, Destiny Reports	Labeled Media Center Collection, Destiny catalog reflecting all physical texts
3,4,8	2. Identify baseline Lexile score using CRCT, AIMSweb progress monitoring, and MetaMetrics® Lexile Measure (www.lexile.com).	First semester (after AIMSweb implementation	QBE Funding	Language Arts teachers	CRCT Reports, AIMSweb reports, MetaMetrics Reports	Increased Lexile scores for all students to achieve SMART goals
3,4,8	3. Use informational text and academic vocabulary to increase scores in all content areas.	Once per quarter	QBE Funding	All Teachers	Academic vocabulary study sheets and tests, Information texts	Increased Lexile scores for all students to achieve SMART goals, student articulation of academic vocabulary and how it builds academic knowledge
3,4,8	4. Provide professional learning using Galileo / Britannica for Lexile grouping.	Continuous for Entire Year	QBE Funding	Media Specialist	Galileo online, Encyclopedia Britannica Online	Increased Lexile scores for all students to achieve SMART goals, Teacher articulation of learned objectives
3,4,8	5. Establish attainable academic goals for all students and monitor progress through AIMSWeb®.	Spring semester	QBE Funding - AIMSweb	ELA / Math Teachers	AIMSweb reports, Academic goal sheets	Increased Lexile scores for all students to achieve SMART goals, Progress monitoring
3,4,8	6. Monitor Lexile measures of texts that classes are reading and encourage students to stretch their abilities by offering more challenging texts to increase reading rigor.	Continuous for entire year	No special funding required	All Teachers	Texts in various Lexile ranges, Lexile data reports for all students	Increased Lexile scores for all students to achieve SMART goals
3,4,8	7. Develop updated required reading lists for all subject areas based on Lexile goals in SIP and individual progress monitoring.	Ongoing	No special funding required	All Teachers, but mainly focused on ELA Teachers	Required reading lists, Lexile reports of all students	Increased Lexile scores for all students to achieve SMART goals
3,4,8	8. Monitor Media Center circulation records for increased circulation of materials at Lexile levels.	Ongoing	No special funding required	Media Specialist w/ cooperation of teachers	Media Center circulation records	The circulation of media center materials will increase and align with student Lexile levels.

PROCESS GOAL(s): In 2014, JMS will increase the percentage of students and teachers who use instructional technology in the classroom to enhance instructional practices.

STRATEGIC GOAL AREA I: Student Achievement
Performance Objective C: Implement Differentiation and a Diversity of Learning Strategies

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
3,4,8	**Initiative:** Increase use of technology in the classroom setting in grades 6-8.	2013-2014	QBE Funding, Technology infrastructure upgrades, Computer upgrades, Printer upgrades, AV system upgrades	*See Action Steps*	*See Action Steps*	*See Action Steps*
	Action Steps					
3,4,8	1. Enhance the technology resources and equipment for student and teacher use within classrooms and labs.	Feb. – May 2014	QBE Funding, Title I Funding, SPLOST Funding for 2014	Principal, Technology Specialist, Technology Director	Computers, Projectors, Printers, iPads, Mobi pads, wireless solutions.	Enhanced use of technology in the classroom, Enhanced availability of technology in the classroom
3,4,8	2. Provide enhanced opportunities for staff development in use of student and teacher instructional technology use in the classroom.	Ongoing	QBE Funding, substitute teachers, instructor costs	Director of Teaching & Learning, Technology Specialist	Training documentation, training plans, sign-in logs, trainer lesson plans, teacher notes	Teachers will have the knowledge to integrate more technology into classroom lessons.
3,4,8	3. Promote cross-curricular use of Web 2.0 and software resources within technology connections courses.	Ongoing	QBE Funding, SPLOST Funding	Teachers, Technology Teacher, Technology Specialist	Social media websites, active content web artifacts and student work.	Teachers will utilize more interactive web content within classroom lessons.
3,4,8	4. Gauge student technology aptitude by using the 21st Century Skills Assessment.	Mar. 2014	QBE Funding	Principal, Technology Teacher	21st Century Skills Assessment, Preparation documentation	Students will have a more thorough knowledge of technology skills.
3,4,8	5. Provide 21st Century Skills web based training to students via learning.com.	Jan.-Mar. 2014	QBE Funding	Technology Teacher, Technology Specialist	21st Century Skills Assessment, Preparation documentation, Learning.com website, Lesson Plans	Students will have a more thorough knowledge of technology skills.
3,4,8	6. School stakeholders create and implement a plan for piloting the school BYOD (Bring Your Own Device) initiative.	January 2014	QBE Funding	School Improvement Team, Technology Teacher, Teachers, Students	BYOD Pilot Program plan, Instructions for students, Letters to parents, rules, Implementation notes for improvement	Students will use their own technology to assist with their classroom learning objectives. Student surveys to gauge effectiveness
3,4,8	7. Revise the JMS Technology Plan to reflect the goals listed in the Pickens System Strategic Plan and the 3-Year System Technology Plan.	Jan. – Feb. 2014	QBE Funding and SPLOST Funding for plan goals	Principal, Technology Specialist, Technology Director, Teachers	JMS Technology Plan, System Strategic Plan, 3-Year System Technology Plan, Survey results from faculty	School goals and actions will reflect those of the system, while enhancing technology at the school level.

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL(s): We will increase 8th grade writing test scores from 70% of students meeting + exceeding standards in 2013, to 75% of students meeting + exceeding standards in 2014. We will increase 8th grade writing test scores from 2% exceeding standards in 2013 to 7% exceeding standards in 2014.

STRATEGIC GOAL AREA I: Student Achievement

Performance Objective D: Improve Student Test Scores

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
3,4,5,6,8,10	**Initiative:** Increase percentage of 8th grade students improving writing test scores.	2013-2014	*See Action Steps*	*See Action Steps*	*See Action Steps*	*See Action Steps*
	Action Steps					
3,4,5,6,8,10	1. Utilize the *Writing to Win* rubrics for all grade and subject areas	Implementation in Spring 2014	QBE Funding for the Writing to Win program and professional development by program designer.	ELA Teachers, Academic Coach, Writing Team members	*Writing to Win* rubrics and training guides.	Students will improve their writing skills in al subject areas.
3,4,5,6,8,10	2. Develop needed vocabulary and editing symbols that will be used across all grade levels and subjects (*integrate with W2W*)	Spring 2014	QBE Funding for the Writing to Win program and professional development by program designer.	Language Arts teachers	Handbook of vocabulary and editing symbols, *Writing to Win* program handbook.	Teachers and students will use a common vocabulary to discuss student writing progress across curriculum areas.
3,4,5,6,8,10	3. Analyze student writing samples with exemplars and anchor papers.	Ongoing	No specific funding required other than teacher salaries.	All Teachers	Student writing samples, exemplars, and anchor papers.	Students will improve their writing skills in all subject areas while consulting other samples of exemplary writing.
3,4,5,6,8,10	4. Implement *Writing to Win* program to guide writing instruction in ELA classes.	Sept. 2013	QBE Funding for the Writing to Win program and teacher salaries	ELA Teachers	*Writing to Win* program handbook and training materials. *Writing to Win* rubrics, teacher lesson plans.	Students will improve their writing skills in ELA classes.
3,4,5,6,8,10	5. Monitor student progress using student portfolios that will reflect personal strengths and weaknesses.	Ongoing throughout school year	No specific funding required other than teacher salaries.	All Teachers	Student portfolios with teacher comments for improvement.	Student portfolios will reflect growth with their writing skills in all subject areas. Student improvement based on teacher feedback and student practice.
3,4,5,6,8,10	6. Utilize ELA clinics to focus on students' writing gaps.	Spring 2014	No specific funding required other than teacher salaries	All ELA Clinic Teachers, Academic Coach	Samples of student work, ELA clinic rosters, teacher notes of student improvement	Identified students who participate in ELA clinics will improve their writing skills based on individualized instruction.
3,4,5,6,8,10	7. Expand *Writing to Win* program to all academic subject areas.	Spring 2014	QBE Funding for the Writing to Win program and teacher salaries	All Teachers, but ELA teachers will serve as mentors to other academic teachers.	Writing to Win program handbook, examples of implementation in various academic subjects.	Students will improve their writing skills in al subject areas.

SMART (Specific, Measurable, Attainable, Results-Based, and Time-Bound) GOAL(s): We will increase SWD ELA Meets + Exceed CRCT Scores from 78.6% in 2013 to 80.6% in 2014. In Math, we will increase SWD CRCT scores from 82.4% Meets + Exceeds on the 2013 to 84.4% Meets + Exceeds in 2014. In Reading, we will increase SWD CRCT scores from 88.2% in 2013 to 90.2% in 2014. In Science, we will increase SWD CRCT scores from 50% Meets + Exceeds in 2013 to 60% Meets + Exceeds in 2014. In Social Studies, we will increase SWD CRCT scores from 42.6% Meets + Exceeds in 2013 to 58% Meets + Exceeds in 2014.

STRATEGIC GOAL AREA I: Student Achievement
Performance Objective D: Improve Student Test Scores

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
3,4,5,6,8,10	**Initiative:** Increase all SWD subgroup student scores on major assessments.	2013-2014	*See Action Steps*	*See Action Steps*	*See Action Steps*	*See Action Steps*
	Action Steps					
3,4,5,6,8,10	1. Use ongoing progress monitoring to determine growth through analysis of data to alter instruction and strategies to target improvement and support.	Ongoing throughout school year	QBE Funding, teacher salaries	All teachers	Samples of student work, ELA clinic rosters, teacher notes of student improvement	Students will make substantial improvement through data-driven instruction practices.
3,4,5,6,8,10	2. Utilize academic clinics to target areas of weakness.	Spring ELA and Math Clinics as scheduled	Teacher salaries for clinics during the school day.	Al teachers of SpED students and academic clinic teachers	Samples of student work, academic clinic rosters, teacher notes of student improvement	Identified students who participate in academic clinics will improve their areas of weakness based on individualized instruction.
3,4,5,6,8,10	3. Collaborate with SWD's academic team to review and understand student's needs while recognizing and communicating the need for IEP / BIP / accommodation changes to support student success.	Consistent and ongoing monitoring practices	No specific funding required other than teacher salaries.	SpED teachers in collaboration with General Education teachers	Student IEP's, BIP's, and accommodations. Teacher notes for collaboration meetings.	Students will improve their academic skills based on common communication practices among teachers.
3,4,5,6,8,10	4. Utilize differentiation within the instructional setting.	Ongoing professional practice	No specific funding required other than teacher salaries.	All teachers	Data from various sources to create an academic profile for each student.	Students will make progress substantially faster when their deficiencies are addressed through appropriate instruction techniques /survey students
3,4,5,6,8,10	5. Identify SGP's & AIMSweb® to set individual goals.	Initial SGP profile and AIMSweb at beginning of semester.	Teacher salaries, AIMSweb funding through QBE.	All teachers	Student Growth Profiles and AIMSweb® data reports, lesson plans	Students will make measured progress by setting attainable goals.
3,4,5,6,8,10	6. Initialize student conferences to renew individualized goals.	As needed based on consistent progress monitoring	No specific funding required other than teacher salaries.	SpED teachers & case managers, General Education teachers.	Student data, conference schedules, phone logs	Students will make measured progress by setting attainable goals.
3,4,5,6,8,10	7. Schedule a parent information night for SWD stakeholders to provide pertinent program information and answer questions.	Spring semester	No specific funding required other than teacher salaries.	SpED teachers, SpED coordinator, SpED lead teacher, Principal	Flyers and emails to parents. PowerPoint, handouts.	SWD Stakeholders will have a better understanding of SpED services at JMS
3,4,5,6,8,10	8. Complete surveys & questionnaires for SWD (SpED) teachers for progress analysis.	Monthly	Teacher salaries, copies for surveys and questionnaires	Special Education Lead Teacher, Classroom teachers of SpED students	Surveys and Questionnaires from SpED department.	Enhanced student progress through communication among instructional staff.
3,4,5,6,8,10	9. Complete anecdotal information & progress monitoring (AIMSweb)	Ongoing	Teacher salaries, AIMSweb funding through QBE.	All teachers of SpED students	AIMSweb reports, monitoring reports	Enhanced student academic progress.

PROCESS GOAL(s): In 2014, JMS will increase positive communication with families and stakeholders.

STRATEGIC GOAL AREA II: Student and Stakeholder Involvement

Performance Objective A: Identify and Utilize Community Resources   *Performance Objective B:* Foster Positive Relationships Among All Students and Stakeholders

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Artifacts (Tangible)	Evidence (Outcomes)
					Evaluation of Implementation and Impact on Student Learning	
10	**Initiative:** Foster and support ongoing family and stakeholder communication during the school year.	2013-2014	*See Action Steps*	*See Action Steps*	*See Action Steps*	*See Action Steps*
	Action Steps					
10	1. Establish procedure for teachers to call the homes of homeroom students to initiate positive contact with parents.	The first three weeks of school in August	Teacher salaries and telephone line costs	Principal, Teachers	Procedures for parent contacts, telephone call logs, email from principal, parent surveys.	Parents will have positive outlook on the school and its communication practices
10	2. Maintain a detailed communication log of all telephone contacts.	Ongoing	Teacher salaries and costs associated with copying	Teachers	Telephone log entries and log sheets	Parents and teachers will maintain consistent communication regarding student achievement
10	3. Teachers will make telephone contacts during planning time, before school, and after-school as needed to maintain family contact about student progress.	Ongoing & as-needed throughout the year	No specific funding required other than teacher salaries.	Teachers	Communication logs, printed email messages, phone logs, messages written in the student agenda	Parents can articulate how frequent communication from the school increases their ability to assist the teachers with positive academic & behavior supports from home
10	4. Teachers will establish a positive relationship with parents during the first few weeks of school through email, telephone, written notes in the student agenda, written / typed notes, and face-to-face interaction.	The first month of the school year.	No specific funding required other than teacher salaries.	Teachers	Email logs, telephone logs, written notes, typed notes, notes from face-to-face conferences	Parents can articulate how frequent communication from the school increases their ability to assist the teachers with positive academic & behavior supports from home
10	5. Teachers will contact parents by email, Remind101, or telephone in the event of adverse academic or behavioral issues of students.	Ongoing & on an as-needed basis	Teacher salaries and any costs associated with Remind101.	Teachers	Remind101 reports, printed email messages	Parents can articulate how frequent communication from the school increases their ability to assist the teachers with positive academic & behavior supports from home
10	6. Establish and support protocols for teachers to return email messages or telephone calls to parents within 24 hours of receipt for consistency of parent communication.	First week of school in August for initial; ongoing for follow-up	No specific funding required other than teacher salaries.	Principal, Teacher	Teacher communication log available on request, parent surveys of school communication practices	Ongoing two-way communication network creates consistency and trust between teacher and parent.

PROCESS GOAL(s): In 2014, JMS will provide a minimum of three (3) parent training sessions.

STRATEGIC GOAL AREA II: Student and Stakeholder Involvement
Performance Objective C: Provide Opportunities for Stakeholder Education

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	**Evidence (Outcomes)**
3,10	**Initiative:** Provide ongoing opportunities for parents via stakeholder training initiatives	2013-2014	*See Action Steps*	*See Action Steps*	*See Action Steps*	*See Action Steps*
	Action Steps					
3,10	1. Provide family curriculum nights for parents to learn about the content and delivery of academic curriculum that their children are receiving at JMS.	Mid-September of each school year.	Cost of flyers sent home to parents, misc. supplies associated with teachers preparing their classrooms, costs of copying handouts, syllabi, and other curriculum related material.	Administration, Academic Coach, Gifted Coordinator, Curriculum Chairpersons, All Teachers.	Curriculum Night Flyers, Handouts for parents, Course Syllabi, Informational booklets, Sign-in sheets.	The school analyzes parent involvement data. The parents can better articulate their children's curriculum expectations in all classes.
3,10	2. Invite and encourage parents to attend open house for meet and greet through face-to-face invitations, newsletters, Remind101, and personal & automated phone calls.	Open House is scheduled during pre-planning each school year	Cost of flyers sent home to parents & Remind101, misc. supplies associated with teachers preparing their classrooms, costs of copying handouts, syllabi, and other curriculum related material.	Administration, All Teachers and Staff.	Open House Flyers, Handouts for parents, Student Schedules, Informational booklets, Sign-in sheets, Remind101 Reports.	The school analyzes parent involvement data. The parents can better articulate their children's class schedule, location, and teacher names. The parents can better articulate the daily schedule of their children.
3,10	3. Encourage parents to participate in PTSO by invitations, announcements, social media advertisements, and marquee postings.	Meetings in Sept., Nov., Mar., Apr., and May	No additional cost incurred except for extra utilities used by opening building for use after normal business hours, and copying of meeting agendas.	Administration, All Teachers, All Staff.	PTSO Flyers, Handouts for parents, Printed Meeting Agenda, Sign-in sheets.	Parents are more involved with their school through active participation in a school support organization.
3,10	4. Provide training sessions for parents to access PowerSchool and understand accessible content.	Spring 2014	No additional cost incurred except for extra utilities used by opening building for use after normal business hours, copying meeting agendas, and training materials for the session.	Registrar (Trainer), Administration.	Registrar's training material, computer lab sign-in sheet, Course agenda	Parents can demonstrate an understanding for logging in to the student information system; retrieve grades, assignments, and attendance information of their child.
3,10	5. Provide training for parents regarding community resources available through Pickens County.	Spring 2014	No additional cost incurred except for extra utilities used by opening building for use after normal business hours, copying of meeting agendas, and training materials.	School Counselor, System Social Worker, System Parent Involvement Coordinator.	Sign-in sheets, meeting agendas, Q&A Handouts with agency name and contact information, Business cards of presenters.	Parents can articulate an understanding of the resources available to families in our community.

PROCESS GOAL(s): In 2014, JMS will provide increased public and stakeholder awareness of JMS activities, accolades, recognitions, and academic progress data.

STRATEGIC GOAL AREA II: Student and Stakeholder Involvement

Performance Objective D: Develop and District-Wide Communication Plan (N/A in school plan)   *Performance Objective E:* Increase Stakeholder Communication

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
3,10	**Initiative:** Increase PR, public recognition of achievements, and communication with stakeholders.	2013-2014	*See Action Steps*	*See Action Steps*	*See Action Steps*	*See Action Steps*
	Action Steps					
3,10	1. Increase the amount of news coverage the school receives in the local paper to include a one-page section every other issue, highlighting successes from around the school.	Submitted as major successes and accolades occur.	No specific funding required other than teacher salaries.	Teachers and Coaches, JMS Public Relations Director, and Administration.	Newspaper articles written by P.R. Director and proofed by administration.	Community members and parents can articulate the benefits of accolades and other school successes being published in the local news organ.
3,10	2. Support and encourage the mentors and guest instructors that we already have coming to our school to help our students, and encourage an increase in the number of mentors we have working with our youth.	Continuous and Ongoing	No specific funding required other than teacher salaries.	Gifted Coordinator, School Counselor, Administration.	Mentor sign-in sheets, Mentor and guest instructor surveys, Mentor suggestions for improved interaction with students and system.	Mentors can articulate the usefulness of the program, suggested enhancements, and methods to enhance participation of other qualified mentors and guest instructors.
3,10	3. Enhance the school website presence to be friendly to visitors via interactive web pages, simple methods to contact teachers electronically , mass mailings from classroom teachers about class projects, grades, etc. (as well as using the automated calling system).	Continuous and Ongoing	No specific funding required other than teacher salaries and automated calling system costs and funding.	Technology teacher and Webmaster, Technology Specialist, Teachers, and Administration.	Website presence at www.jaspermiddleschool.org, examples of mass mailings, teacher newsletters, and reports from the automated calling system to show number of families reached with outgoing message.	Parents and community members can articulate the benefits of information being disseminated through the school website, class newsletters and emails.
3,10	4. Enhance and actively utilize our school-maintained presence on Facebook & Twitter that includes current school info, accolades, and pertinent announcements for parents and stakeholders.	Continuous and Ongoing	No specific funding required other than teacher salaries.	Technology teacher and Webmaster, Technology Specialist, Teachers, and Administration.	Facebook page for JMS, Twitter page for JMS, Posts made from school and parents on the pages. Statistics page on Facebook admin page indicating number of people reached with each post.	Parents and community members can articulate the benefits of information being disseminated through social media sites like Facebook and Twitter.
3,10	5. Provide training and implement REMIND101, an application for teachers to send text or email messages to students and parents.	Spring 2014	No specific funding required other than teacher salaries.	Teachers, Technology teacher, Technology Specialist, and Administration.	REMIND101 statistics for use, REMIND101 interface activity,	Parents can articulate the usefulness of information being presented via the email component of REMIND101.

PROCESS GOAL(S): 100% of teachers will develop & implement an individual Professional Growth Plans (PGP's) and participate in specific professional learning activities.

STRATEGIC GOAL AREA III: Organizational Growth and Improvement
Performance Objective A: Develop a System-wide Professional Development Plan

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
1,2,9	**Initiative:** Each teacher will develop and implement an individual professional growth plan that aligns with the district PL plan.	2013-2014	*See Action Steps*	*See Action Steps*	*See Action Steps*	*See Action Steps*
1,2,9	**Action Steps** 1. Create & align individual teacher PGP's to school improvement plan (SIP) and district PD plan.	Feb. 2014	No specific funding required other than teacher salaries.	Principal, Director of Teaching & Learning, Teachers	Individual teacher PGP's	Teacher can articulate the effect of training on student performance. Administration can articulate improvement of teacher performance.
1,2,9	2. Implement measurable goals and monitor progress throughout the year.	Feb. 2014 – May 2014 *Quarterly Progress checks*	No specific funding required other than teacher salaries.	Principal, Director of Teaching & Learning, Teachers	Individual teacher PGP's, Timeline for achievement of goals, Self-reflection statements	Teacher can articulate the effect of training on student performance. Administration can articulate improvement of teacher performance.
1,2,9	3. Review and revise the plan annually.	May 2014 Revision	No specific funding required other than teacher salaries.	Principal, Director of Teaching & Learning, Teachers	Written analysis of achievements of goals, self-reflections, progress checks by administration	Teacher can reflect on the parts of the plan that were effective and those parts that were not as effective. The teacher may utilize these findings to update the next annual plan.
1,2,9	**Initiative:** Provide professional learning activities for certified staff participation.	2013-2014	*See Action Steps*	*See Action Steps*	*See Action Steps*	*See Action Steps*
1,2,9	**Action Steps** 1. Provide ongoing training in differentiation implementation & strategies by GaDOE trainer.	Spring 2014	No specific funding required other than teacher salaries and GaDOE representative salary.	Principal, Academic Coach, Director of Teaching & Learning, Teachers, GaDOE Trainers, RESA Trainers	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	At the conclusion of Professional Learning, teachers can articulate new strategies to implement differentiated instruction in the classroom
1,2,9	2. Provide continued support and training for *Writing to Win* initiative.	Spring 2014	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	ELA Writing Trainer, Principal, Academic Coach, Director of Teaching & Learning,	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	At the conclusion of Professional Learning, teachers can articulate new strategies to implement *Writing to Win* initiatives in the classroom
1,2,9	3. Provide opportunities for co-teaching professional development.	Spring 2014	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	Co-Teaching Trainer, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, teacher observations reflect an increase in knowledge, skill, and effectiveness of teachers in the co-teaching environment.
1,2,9	4. Provide training in student data analysis and interpretation (disaggregate data collected from assessments).	Spring 2014	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	Data Analysis Trainer, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Profession Learning, the teacher can clearly articulate the interpretation of various data to adjust individualized instruction

PROCESS GOAL(S): 100% of teachers will develop & implement an individual Professional Growth Plans (PGP's) and participate in specific professional learning activities.

STRATEGIC GOAL AREA III: Organizational Growth and Improvement
Performance Objective A: Develop a System-wide Professional Development Plan

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
1,2,9	5. Provide training for PD360®.	Spring 2014	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	PD360® Trainer, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the teacher can use PD360 for PD in various areas of need.
1,2,9	6. Provide training for AIMSweb®.	Fall 2013	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	AIMSweb® Trainer, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the teacher can clearly articulate the use of AIMSweb® in the class and interpret data to guide and adjust individualized instruction.
1,2,9	7. Provide training for BYOD integration at the middle school level.	Spring 2014	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the teacher will be able to articulate the value of BYOD in the classroom and have a level of comfort to utilize the technology in their classroom
1,2,9	8. Provide continued support training for Google docs and Google email platform.	Spring 2014	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the teacher will be able to utilize Google® Docs and Google® email platform for efficiently, using more integrated functionality.
1,2,9	9. Provide training for iPad integration with curriculum.	Spring 2014	No specific funding required other than teacher salaries technology teacher or technology specialist.	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the teacher will be able to integrate the Apple® iPad into their curriculum to enhance technology usage in the classroom, to include student use.
1,2,9	10. Provide continued training for the TKES online platform.	Spring 2014	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	Principal, GaDOE Trainer	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the teacher can clearly articulate the use the TKES electronic platform to increase their effectiveness in the classroom and monitor observation data.
1,2,9	11. Provide continued training and support for the RTI process.	Ongoing	Salary for Director of Teaching & Learning	Director of Teaching & Learning, Academic Coach	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the teacher can clearly articulate the RTI process to include data interpretation and data entry into the online RTI platform.

PROCESS GOAL(S): 100% of Special Education paraprofessionals will participate in professional development

STRATEGIC GOAL AREA III: Organizational Growth and Improvement

Performance Objective B: Provide Training for Support Staff

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
1,2,9	**Initiative:** Provide professional learning for Special Education paraprofessionals.	2013-2014	*See Action Steps*	*See Action Steps*	*See Action Steps*	*See Action Steps*
	Action Steps					
1,2,9	1. Provide training for implementing IEP accommodations.	Spring 2014	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	Special Education Director, Special Education Coordinator, Special Education Lead Teacher, Special Education Teachers	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the parapro will be able to articulate the correct method to implement and monitor IEP accommodations in the classroom.
1,2,9	2. Provide Mindset® training.	Spring 2014	Funding for outside trainer	Special Education Director, Special Education Coordinator, Special Education Lead Teacher, Special Education Teachers	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the parapro will be able to articulate the correct method to restrain a student without physical harm to the teacher or student.
1,2,9	3. Provide opportunities for co-teaching professional development.	Spring 2014	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	Co-Teaching Trainer, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, parapro observations reflect an increase in knowledge, skill, and effectiveness of teachers in the co-teaching environment.
1,2,9	4. Provide training in student data analysis and interpretation (disaggregate data collected from assessments).	Spring 2014	Funding for outside trainer (if required). Salary of Academic Coach or internal trainer.	Data Analysis Trainer, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Profession Learning, the parapro can clearly articulate the interpretation of various data to adjust individualized instruction
1,2,9	5. Provide training for BYOD integration at the middle school level.	Spring 2014	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the parapro will be able to articulate the value of BYOD in the classroom and have a level of comfort to utilize the technology in their classroom
1,2,9	6. Provide continued support training for Google docs and Google email platform.	Spring 2014	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the parapro will be able to utilize Google® Docs and Google® email platform for efficiently, using more integrated functionality.
1,2,9	7. Provide training for iPad integration with curriculum.	Spring 2014	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the parapro will be able to integrate the Apple® iPad into their curriculum to enhance technology usage in the classroom, to include student use.
1,2,9	8. Provide continued training and support for the RTI process.	Ongoing	Salary for Director of Teaching & Learning	Director of Teaching & Learning, Academic Coach	Calendar dates of Professional Learning activities, Sign-in sheets, notes-booklets-PowerPoint from trainings.	After Professional Learning, the parapro can clearly articulate the RTI process to include data interpretation and data entry into the online RTI platform.

PROCESS GOAL(s): Increase level of student academic performance and teacher effectiveness through professional development learning opportunities

STRATEGIC GOAL AREA III: Organizational Growth and Improvement
Performance Objective C: Provide Professional Learning Opportunities for Certified / Professional Staff

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
3,4,9	**Initiative:** Provide and initiate a Professional Learning needs assessment to all staff members through the Director of Teaching & Learning.	2013-2014	*See Action Steps*	*See Action Steps*	*See Action Steps*	*See Action Steps*
	Action Steps					
3,4,9	1. Principal will meet with Director of Teaching & Learning to establish protocols for survey.	March 2014	No specific funding required other than employee salaries	Principal, Director of Teaching and Learning	Professional Development Survey Instrument, Written needs of staff based on teacher observations and curriculum meetings.	The principal will be able to articulate the purpose of the PD survey to the Director of Teaching and Learning.
3,4,9	2. Administer PD survey to JMS staff members	March 2014	No specific funding required other than employee salaries	Administration, Teachers	Professional Development Survey Instrument, URL for survey.	All staff members will be able to articulate the method of administering the survey and the expected goals of the survey.
3,4,9	3. Collect and analyze results from SurveyMonkey®	March 2014	No specific funding required other than employee salaries and SurveyMonkey® subscription costs	Principal and Director of Teaching and Learning	SurveyMonkey® reports, analysis of reports, and recommendations for PD sessions.	The Principal and Director of Teaching and Learning will be able to articulate the findings of the PD survey.
3,4,9	4. Principal will meet with Director of Teaching & Learning to discuss and analyze results of survey.	March 2014	No specific funding required other than employee salaries	Principal and Director of Teaching and Learning	SurveyMonkey® reports, analysis of reports, and recommendations for PD sessions.	The Principal and Director of Teaching and Learning will be able to articulate the findings of the PD survey to determine PD areas that need additional attention.
3,4,9	5. Results of survey will be presented to faculty along with list of training dates.	March 2014	No specific funding required other than employee salaries	Principal, Director of Teaching and Learning	SurveyMonkey® reports, analysis of reports, and recommendations for PD sessions, JMS PD Training Calendar	After Professional Learning, the teacher will be able to articulate the results of the PD survey and understand the PD calendar of course offerings at the school level.
3,4,9	**Initiative:** Provide Professional Learning opportunities for technology usage and integration.	2013-2014	*See Action Steps*	*See Action Steps*	*See Action Steps*	*See Action Steps*
	Action Steps					
3,4,9	1. Train staff on use of instructional technology equipment along with capabilities of application.	Spring 2014	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Instructional booklets, notes, materials, and equipment for hands-on demonstration	After Professional Learning, the teacher will be able to articulate 21st Century skills and methods like bullying prevention, PBIS, social skills, and classroom management.
3,4,9	2. Identify needs and train for implementing Web 2.0 technology in classroom.	Spring 2014	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Web 2.0 training materials and notes, student notes from training classes.	After Professional Learning, the teacher will be able to articulate examples of Web 2.0 technology and its impact on teaching and learning in the classroom.

PROCESS GOAL(s): Increase level of student academic performance and teacher effectiveness through professional development learning opportunities

STRATEGIC GOAL AREA III: Organizational Growth and Improvement
Performance Objective C: Provide Professional Learning Opportunities for Certified / Professional Staff

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	**Evidence (Outcomes)**
3,4,9	3. Provide GA LDS training.	March 2014	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Training materials for GaLDS, notes from class participants	After Professional Learning, the teacher will be able to navigate the GaLDS platform to research student academic data for use with planning individualized classroom lessons.
3,4,9	4. Identify needs and provide Professional Learning in 21st Century skills as needed (e.g. bullying, PBIS, social skills, classroom management)	May 2014	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning, and guidance counselor	Program materials, training materials for bullying prevention, PBIS, social skills, classroom management and other 21st Century skills.	After Professional Learning, the teacher will be able to articulate 21st Century skills and methods like bullying prevention, PBIS, social skills, and classroom management.
3,4,9	5. Research & Identify useful education apps to support the BYOD initiative in the classroom.	May 2014	No specific funding required other than teacher salaries technology teacher or technology specialist	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Printed materials from previous app research, training materials, notes from class participants	After Professional Learning, the teacher will be able to articulate several education apps that may be used in the classroom to integrate into classroom instruction.
	6.					
3,4,9	**Initiative:** Provide Professional Learning on safety and emergency devices and skills.	2013-2014	*See Action Steps*	*See Action Steps*	*See Action Steps*	*See Action Steps*
	Action Steps					
3,4,9	1. Train staff on location and use of AED equipment.	May 2014	No specific funding required other than employee salaries	Administration, School Nurse	CPR/AED Training Materials, Sign-in logs, Certification cards for staff who successfully complete training	% of staff who receive certification in CPR and AED.
3,4,9	2. Provide CPR & AED certification raining for staff.	May 2014	No specific funding required other than teacher salaries technology teacher or technology specialist	Principal, School Nurse	CPR/AED Training Materials, Sign-in logs, Certification cards for staff who successfully complete training	% of staff who receive certification in CPR and AED.
3,4,9	3. Train selected staff on *reasonable suspicion*.	Spring 2014	No specific funding required other than employee salaries	Administration, Transportation Director	Training materials	% of selected staff members who become certified in *reasonable suspicion*.

PROCESS GOAL(s): Increase level of student and teacher safety, emergency preparedness, and effectiveness through training and professional learning opportunities.

STRATEGIC GOAL AREA IV: Internal Processes

Performance Objective A: Increase Student Access to Technology in our Schools	*Performance Objective E:* Transport Students in a Safe and Efficient Manner
Performance Objective B: Increase Student Participation in School Cafeteria Meal Programs	*Performance Objective F:* Operate in a Fiscally Responsible Manner
Performance Objective C: Maintain Facilities	*Performance Objective G:* Recruit and Retain Highly Qualified Staff
Performance Objective D: Ensure a Safe School Environment in all School Facilities	

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
7,10	**Initiative:** Conduct specific emergency and school safety training for JMS.	2013-2014	*See Action Steps*	*See Action Steps*	*See Action Steps*	*See Action Steps*
7,10	**Action Steps** 1. Threat assessment in schools	Classified	No	Principal, SRO, PCSO, JPD, GEMA, GBI, GSP	Classified Assessment materials	Classified
7,10	2. Bullying (student training)	Aug. 2013 & Jan. 2014	No specific funding required other than salaries of trainer(s).	Administration, School Counselor, SRO	Training materials, class rosters of attendance, teacher lesson plans reflecting content from the training the occurred.	Students will be able to articulate the definition of bullying, causes, and steps they can take to prevent it.
7,10	3. Drugs	Aug. 2013 & Jan. 2014	No specific funding required other than LE salaries	Principal, SRO, PCSO, JPD, GEMA, GBI, GSP	Training materials from LE agency performing training	Students will be able to articulate what illegals drugs are, how the effect a person, the negative impact they have, and what to do when encountering illegal drugs.
7,10	4. Internet safety	Aug. 2013 & Jan. 2014	No specific funding required other than salaries of trainer(s).	Principal, SRO, PCSO, JPD, GEMA, GBI, GSP	Internet safety training materials and notes, rosters of students, teacher notes to integrate in lesson plans.	Students will be able to articulate the steps to being safe while using the internet, potential pitfalls of misuse, and reasons to respect the power of the internet (and potential negative impact).
7,10	5. Bomb threat	Classified	No specific funding required other than LE salaries	Principal, SRO, PCSO, JPD, GEMA, GBI, GSP	Classified materials for training and assessment, attendance rosters, teacher notes from training	Classified
7,10	6. Severe weather	March 2014	No specific funding required other than teacher salaries	Administration	Severe weather instructions and protocols, location list for shelter, student attendance rosters, teacher lesson plans reflecting use of content in lessons.	Students will be able to articulate the various types of severe weather that could pose hazards in the school setting. Students will also understand how to avoid dangerous weather situations and procedures to remain safe in a weather emergency.
7,10	7. Active shooter	Classified	No specific funding required other than LE salaries	Principal, SRO, PCSO, JPD, GEMA, GBI, GSP	Classified materials for training and assessment, sign-in sheets, classified notes for teachers to use in lessons.	Classified
7,10	**Initiative:** Maintain peripherals in the classroom setting.	2013-2014	*See Action Steps*	*See Action Steps*	*See Action Steps*	*See Action Steps*

PROCESS GOAL(s): Increase level of student and teacher safety, emergency preparedness, and effectiveness through training and professional learning opportunities.	
STRATEGIC GOAL AREA IV: Internal Processes	
Performance Objective A: Increase Student Access to Technology in our Schools	*Performance Objective E:* Transport Students in a Safe and Efficient Manner
Performance Objective B: Increase Student Participation in School Cafeteria Meal Programs	*Performance Objective F:* Operate in a Fiscally Responsible Manner
Performance Objective C: Maintain Facilities	*Performance Objective G:* Recruit and Retain Highly Qualified Staff
Performance Objective D: Ensure a Safe School Environment in all School Facilities	

TKES Standard(s)	Actions, Strategies, Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible	Evaluation of Implementation and Impact on Student Learning	
					Artifacts (Tangible)	Evidence (Outcomes)
7,10	**Action Steps** 1. Maintain projector and sound system in every classroom.	Spring 2014	SPLOST and QBE Funding	Technology Teacher, Technology Specialist, Principal, Academic Coach, Director of Teaching & Learning	Inventory of projectors, sound systems, and repair records.	Teachers and students can articulate how projectors and sound systems assist in enhancing instruction and engagement.