



# LEA Implementation Plan for Putnam County Charter School System

2014-2015

Name of System

School

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

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

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

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

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

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

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

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

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

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

**PCBOE Accountability Goal 1:** To ensure high levels of performance for all students in Putnam County.

**PCBOE Accountability Goal 2:** To ensure fiscal responsibility and effective resource stewardship.

**PCBOE Accountability Goal 3:** To develop leadership and staff capacity throughout the school system.

**PCBOE Accountability Goal 4:** To actively engage students, parents and community stakeholders.

**Annual Measurable Objective(s): You will need to develop annual measurable objectives for each of the goals listed above. You may have more than one AMO for each goal. Please consult the ESEA and IDEA guidance on the Consolidated Application Website for performance indicators for each goal. Consideration should be given to the following when developing AMOs:**

- **Specific Instructional Areas within Content (i.e., domains) and Subgroups (i.e., Special Education, LEP, etc.) to Address (based on analysis of the Comprehensive Plan and CCRPI and Performance Data from the Profile over the last three years).**

<b>Strategic Goal: To ensure high levels of performance for all students in Putnam County.</b>	<b>FY10</b>	<b>FY11</b>	<b>FY12</b>	<b>FY13</b>	<b>FY14</b>
<b><u>Putnam County Charter School System CCRPI Report</u></b>	NA	NA	84.1	85.5	TBD
<b><u>Performance Objective 1:</u></b>					
Increase the percentage of students who are reading on grade level as measured by the SRI Lexile in grades 1 <sup>st</sup> through 8 <sup>th</sup> .					
1a. Kindergarten (Lexile $\geq$ 100)	NA	NA	7%	6%	5%
1b. First (Lexile $\geq$ 250)	NA	NA	41%	36%	27%
1c. Second (Lexile $\geq$ 330)	NA	NA	72%	88%	86%
1d. Third (Lexile $\geq$ 500)	NA	NA	79%	92%	89.30%
1e. Fourth (Lexile $\geq$ 615)	NA	NA	87%	95%	84.80%
1f. Fifth (Lexile $\geq$ 725)	NA	NA	84%	99%	94.50%
1g. Sixth (Lexile $\geq$ 830)	NA	NA	99%	87%	84%
1h. Seventh (Lexile $\geq$ 900)	NA	NA	100%	88%	87%
1i. Eighth (Lexile $\geq$ 950)	NA	NA	99%	82%	80%
<b><u>Performance Objective 2:</u></b>					
Increase the % of students who are on grade level in math as measured by STAR math in kindergarten through 8 <sup>th</sup> grade. *(Continue to raise the cut scored for STAR)					
2a. Kindergarten (STAR)	NA	NA	95%	97%	98%
2b. First (STAR)	NA	NA	98%	96%	91%
2c. Second (STAR)	NA	NA	99%	94%	94%
2d. Third (STAR)	NA	NA	99%	99%	98%
2e. Fourth (STAR)	NA	NA	94%	94%	92.60%
2f. Fifth (STAR)	NA	NA	93%	98%	94%
2g. Sixth (STAR)	NA	NA	99%	87%	98%

2h. Seventh (STAR)	NA	NA	100%	96%	93%
2i. Eighth (STAR)	NA	NA	100%	91%	89%
<b><u>Performance Objective 3:</u></b>					
Increase percentage of students who meet 80% mastery in science on post assessments in 2 <sup>nd</sup> through 8 <sup>th</sup> grade as measured by System Standards Assessment Instrument.					
3a. Second	NA	NA	82%	100%	98%
3b. Third	NA	NA	52%	78%	94.60%
3c. Fourth	NA	NA	71%	94%	91.10%
3d. Fifth	NA	NA	81%	98%	97%
3e. Sixth	NA	NA	61%	86%	94%
3f. Seventh	NA	NA	70%	98%	95%
3g. Eighth	NA	NA	58%	95%	87%
<b><u>Performance Objective 4:</u></b>					
Increase percentage of students who meet 80% mastery in social studies on post assessment in 2 <sup>nd</sup> through 8 <sup>th</sup> grade as measured by System Standards Assessment Instrument.					
4a. Second	NA	NA	79%	100%	98%
4b. Third	NA	NA	55%	82%	94.60%
4c. Fourth	NA	NA	79%	71%	96.50%
4d. Fifth	NA	NA	75%	99%	95%
4e. Sixth	NA	NA	62%	82%	92%
4f. Seventh	NA	NA	71%	93%	95%
4g. Eighth	NA	NA	30%	89%	93%
<b><u>Performance Objective 5:</u></b>					
Increase of students who are scoring $\geq$ 815 in reading, ELA, Math, Science and Social Studies on CRCT/ GMAS EOGs.					
5a. CRCT/GMAS EOGs Reading	73%	76%	84%	89%	90%

5b. CRCT GMAS EOGs English Language Arts	77%	78%	86%	86%	87%
5c. CRCT/ GMAS EOGs Mathematics	61%	64%	68%	72%	77%
5d. CRCT/ GMAS EOGs Science	54%	58%	67%	70%	74%
5e. CRCT/GMAS EOGs Social Studies	52%	60%	73%	77%	79%
<b>Performance Objective 6:</b>					
Increase percentage of students who are exceeding ( $\geq 850$ ) in Reading, ELA, Math, Science and Social Studies on the CRCT/GMAS EOGs.					
6a. CRCT/GMAS EOGs Reading	25%	28%	37%	41%	46%
6b. CRCT/GMAS EOGs English Language Arts	26%	32%	38%	39%	36%
6c. CRCT/GMAS EOGs Mathematics	24%	27%	26%	31%	35%
6d. CRCT/GMAS EOGs Science	22%	25%	36%	34%	36%
6e. CRCT/GMAS EOGs Social Studies	23%	28%	37%	40%	41%
<b>Performance Objective 7:</b>					
Increase the percentage of students who meet + exceeds in ELA, math, science and social studies on the EOCT/GMAS EOCS.					
7a. CCGPS Ninth Grade Literature and Composition	79%	85%	82%	88%	90%
7b. CCGPS American Literature and Composition	85%	93%	93%	91%	94%
7c. CCGPS Coordinate Algebra	NA	NA	NA	38%	38%
7d. CCGPS Analytic Geometry * FY 14 and beyond	NA	NA	NA	NA	38%
7e. Biology	66%	71%	75%	84%	85%
7f. Physical Science	83%	79%	85%	92%	84%
7h. United States History	73%	64%	73%	69%	78%
7i. Economics/Business/Free Enterprise	65%	83%	81%	88%	84%
<b>Performance Objective 8:</b>					

<b>Increase the percentage of students who exceed in ELA, math, science and social studies on the EOCT/GMAS EOCS.</b>					
8a. CCGPS Ninth Grade Literature and Composition* FY 13 and beyond	21%	25%	28%	34%	58%
8b. CCGPS American Literature and Composition* FY 13 and beyond	19%	23%	22%	21%	31%
8c. CCGPS Coordinate Algebra * FY13 and beyond	NA	NA	NA	5%	7%
8d. CCGPS Analytic Geometry * FY14 and beyond	NA	NA	NA	NA	5%
8e. Biology	21%	24%	16%	26%	67%
8f. Physical Science	32%	33%	52%	58%	59%
8h. United States History	28%	20%	18%	22%	35%
8i. Economics/Business/Free Enterprise	16%	35%	25%	37%	46%
<b><u>Performance Objective 9:</u></b>					
Increase the percentage of students who graduate.					
9a. 4-Year Cohort	NA	63.37%	69.59%	72.30%	TBD
9b. 5-Year Cohort	NA	65.99%	70.10%	TBD	TBD
<b><u>Performance Objective 10:</u></b>					
Increase the % of SWD served in post-secondary education or employment. Defined as College/University + Competitive Employment + Post-Secondary Education + Other Employment (New FY14)					
% of SWD served in post-secondary education or employment	NA	NA	NA	NA	92.31%
<b><u>Performance Objective 11:</u></b>					
Increase the % of core credits earned by students with disabilities in High School. (New FY14)					
% of Core Credits by SWD	NA	NA	NA	NA	
<b><u>Performance Objective 12:</u></b>					
Increase the % of SWD students in Least Restrictive Environment (LRE) Data					
% of SWD in Least Restrictive Environment	NA	63.60%	71.40%	81.60%	81.30%

**Strengths:**

- Putnam County does not have any schools that are classified as Priority, Focus or Alert.
- Continue to show growth across the board on the CRCTs and EOCTs including Exceeding and Meeting.
- Mathematics, although showing growth, lags behind reading/ELA.
- Increased the % of SWD students in inclusion

**Weaknesses:**

- Math continues to have the largest percent of students who DNM state standards.
- SWD students are not graduating with a regular education diploma at the same rate as their peers
- Percent of students meeting or exceeding on the End-of-Course math tests in High School is at or slightly above the state average only.

<b>Performance Goal</b>	<b>Actions/Strategies/ Interventions or Programs</b>	<b>GSSP</b>	<b>ESEA Goal#</b>	<b>IDEA Goal#</b>	<b>Professional Learning (Include funding source and cost)</b>	<b>Resources or Materials Needed (Include funding source, funding cycle and cost)</b>	<b>Person or Position Responsible for Monitoring and Evaluation</b>	<b>Timeline For Implementation (plan should include 2-3 years)</b>	<b>Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)</b>	<b>Monitoring of Intervention (Artifacts)</b>	<b>Evidence of Impact (Student Learning Data)</b>
To ensure high levels of performance for all students in Putnam County.	Increase the percentage of students who are reading on grade level as measured by the Lexile in	Curriculum, Instruction and Assessment Standards	1 & 2	3 & 1	Ongoing training of pre and post assessments and SRI – (No cost in house	SRI - \$2,000 Think gate - \$33,000 Renaissance Learning	Superintendent, Asst. Superintendent, Instructional Coaches, Principals,	2014-2016 Benchmarks given 2 to 5 times a year	SRI Lexile and GMAS EOGs Quarterly Data Dive Report to	Pre and posttest and SRI Lexile score GMAS EOGs	Increase in % of students reading on grade level and percent of students

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	kindergarten – 8 <sup>th</sup> grades.				with instructional coaches) CCGPS Training ELA Academies (Grant funded) Georgia FIP (No Cost)	\$36,000 MAP \$14,000	Special Education Director, Teachers & System Accountability Support Personnel		Superintendent Review of Student Mastery Form	MAP	exceeding.
To ensure high levels of performance for all student in Putnam County.	Increase the % of students who are on grade level in math as measured by STAR math kindergarten – 8 <sup>th</sup> grades. Provide class size reduction teachers to focus on math instruction.	Curriculum, Instruction and Assessment Standards	1 & 2	3 & 1	Ongoing training of pre and post assessments (No cost in house with instructional coaches) CCGPS Training Math Academies (Grant funded) Georgia FIP (No Cost)	STAR Math \$5,000 Think gate - \$33,000 Renaissance Learning \$36,000 MAP \$14,000	Superintendent, Asst. Superintendent, Instructional Coaches, Principals, Special Education Director, Teachers & System Accountability Support Personnel	2014-2016  Benchmarks given 2 to 5 times a year	Pre and Post assessments, STAR math scores and GMAS EOGs Quarterly Data Dive Report to Superintendent Review of Student Mastery Form	Pre & post and STAR math benchmarks GMAS EOGs MAP	Increase in % of students who meet and exceed in math
To ensure high	80% mastery in	Curriculum,	1 & 2	3 & 1	Ongoing	SRI -	Superintendent,	2014-2016	Completion	Promotion	Increase % of

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levels of performance for all student in Putnam County.	science on post assessments 2 <sup>nd</sup> – 8 <sup>th</sup> grades.	Instruction and Assessment Standards			training on Thinkgate - No cost in house with Instructional coaches Pacing Guides and Common Assessments Training Georgia FIP	\$25,000 Think gate - \$33,000	Asst. Superintendent, Instructional Coaches, Principals, Special Education Director, Teachers & System Accountability Support Personnel	Pre and post assessments given 4 times a year	Rate and Promotion and On-going Data Dive Meetings Review of Student Mastery Form	report Data Dive Reports to Superintendent Review of Student Mastery Form	students meeting and exceeding in science.
To ensure high levels of performance for all student in Putnam County.	80% mastery in social studies on post assessments in 2 <sup>nd</sup> – 8 <sup>th</sup> grades.	Curriculum, Instruction and Assessment Standards	1 & 2	3 & 1	Ongoing training on Thinkgate - No cost in house with Instructional Coaches Pacing Guides and Common Assessment Training Georgia FIP	Read 180 - \$10,000 SRI - \$25,000 Think gate - \$33,000 E2020 \$10,000	Superintendent, Asst. Superintendent, Instructional Coaches, Principals, Special Education Director, Teachers & System Accountability Support Personnel	2014-2016 Pre and post assessments given 2 to 5 times a year	On-going Data Dive Meetings Review of Student Mastery Form	Data Dive Report to Superintendent Review of Student Mastery Form	Increase % of students meeting and exceeding in social studies.



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To ensure high levels of performance for all student in Putnam County.	Increase the percentage of students who are scoring equal to or higher than 815 in reading, ELA, math, science and social studies on GMAS EOGs.	Curriculum, Instruction and Assessment Standards	1 & 2	3 & 1	Ongoing training in Thinkgate - No cost in house with Instructional coaches CCGPS Training	STAR Math \$25,000 SRI - \$25,000 Think gate - \$45,000 Renaissance Learning \$30,000 E2020 \$10,000	Superintendent, Asst. Superintendent, Instructional Coaches, Principals, Special Education Director, Teachers & System Accountability Support Personnel	2014-2016  Pre and post assessments given 2 to 5 times a year	GMAS EOGs	Pre and Post Test Quarterly Data dive Review of Student Mastery Form	Increase the % of students scoring above 815 on all core academic areas.
To ensure high levels of performance for all student in Putnam County.	Increase the percentage of students who are exceeding in reading, ELA, math science and social studies on GMAS EOCS.	Curriculum, Instruction and Assessment Standards	1 & 2	3 & 1	Learning Focus & CCGPS Training, Title IIA Ongoing training in Thinkgate - No cost in house	STAR Math \$25,000 SRI - \$2000 Thinkgate - \$33,000 Renaissance Learning \$30,000	Superintendent, Instructional Coaches, Principals, Special Education Director, Teachers & System	2014-2016  Pre and post assessments given 2 to 5 times a year	GMAS EOCS	Pre and Post Test On-going Data dive Review of Student Mastery Form	Increase the % of students exceeding in all core academic areas.

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					with instructional coaches		Accountability Support Personnel				
To ensure high levels of performance for all student in Putnam County.	Increase the percentage of students who meet and exceed in ELA, math, science and social studies on GMAS EOCS.	Curriculum, Instruction and Assessment Standards	1 & 2	3 & 1	Pacing Guides and Common Assessment Training, Title IIA Ongoing training in Thinkgate - No cost in house with instructional coaches	Thinkgate \$15,000 E2020 \$10,000	Superintendent, Asst. Superintendent, Instructional Coaches, Principals, Special Education Director, Teachers & System Accountability Support Personnel	2014-2016  Pre and post assessments given 2 to 5 times a year	GMAS EOCS	Pre and Post Test On-going Data dive Review of Student Mastery Form	Increase the % of students meeting and exceeding on the GMAS EOCS in all core academic areas.
To ensure high levels of performance for all student in Putnam County.	Increase the percentage of students who exceed in ELA, math, science and social studies on GMAS EOCS.	Curriculum, Instruction and Assessment Standards	1 & 2	3 & 1	Training, Title IIA Ongoing training in Thinkgate - No cost in house with instructional	Thinkgate \$15,000	Superintendent, Asst. Superintendent, Instructional Coaches, Principals, Special Education	2014-2016  Pre and post assessments given 2 to 5 times a year	GMAS EOCS	Pre and Post Test On-going Data dive Review of Student Mastery Form	Increase the % of students who meet and exceed on the GMAS EOCS in all core academic areas.

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					coaches Georgia FIP Training		Director, Teachers & System Accountability Support Personnel				
To ensure high levels of performance for all student in Putnam County.	Increase the percentage of students who graduate.	Curriculum, Instruction and Assessment Standards	1, 2 & 5	3 & 1	Pacing Guides and Common Assessment Training Georgia FIP Training	Thinkgate \$33,000 CTI Instructor, IDEA Funds Transition Specialist	Superintendent, Asst. Superintendent, Instructional Coaches, Principals, Special Education Director, Teachers & System Accountability Support Personnel	2014-2016  Pre and post assessments given 2 to 5 times a year	Graduation Rate	Pass rate on grades and Promotion/ Retention Information	Increase the % of students graduating with a regular diploma including students with disability.
To ensure high levels of performance for all student	Increase the number of students who complete a career	Curriculum, Instruction and Assessment	1 & 2	3 & 1	CCGPS Training CTAE Conference	C TI Instructor, IDEA Funds	Superintendent, Asst. Superintendent, Instructional	2014-2016  Pre and post assessments	CCRPI report End of Pathway	CTAE Report in Student information	Increase the % of students who graduate with 3 or

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in Putnam County.	pathway.	Standards					Coaches, Principals, Special Education Director, Teachers & System Accountability Support Personnel, HS Intervention Specialist, CTAE Director & Counselors	given 2 - 5 times a year	Assessment	system	more course in a pathway.
To ensure high levels of performance for all student in Putnam County.	Increase the number of students in the Advanced Placement program and the percentage achieving a score of 3 or higher.	Curriculum, Instruction and Assessment Standards	1 & 2	3	AP workshop	AP Training \$1500 (AP Grant)	Superintendent, Asst. Superintendent, Instructional Coaches, Principals, Special Education Director, Teachers & System Accountability Support	As identified Register additional teachers for AP and gifted certification.	AP report and Georgia Report Card	AP Grades in SIS system AP report and Georgia Report Card	Increase the % of AP students and students scoring 3 or higher on the assessment.

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							Personnel, HS Intervention Specialist, & Counselors				
To ensure high levels of performance for all student in Putnam County.	Increase the % of SWD served in the regular classroom	Curriculum, Instruction and Assessment Standards	1 & 2	3 & 2	CCGPS Training Interactive Board training – Title IIA Ongoing LRE walkthroughs using Survey Monkey	Read 180 - \$40,000 STAR Math \$25,000 SRI - \$2,000 Think gate - \$35,000 Renaissance Learning \$30,000 Use of due process facilitators ½ or fulltime at each school	Superintendent, Asst. Superintendent, Instructional Coaches, Principals, Special Education Director, Teachers & System Accountability Support Personnel, HS Intervention Specialist, CTAE Director, Counselors & Due Process Facilitators	Immediately and ongoing	State Reports on SIS Survey Monkey	Student Information Schedules Response to Intervention Reports	Reduce the number of students in self contained SWD classrooms.
To ensure high levels of	Increase math and reading	Curriculum, Instruction	1 & 2	3 & 2	CCGPS Training	STAR Math \$25,000	Superintendent, Asst.	Immediately and ongoing	GMAS EOGs,	Pre and Post Test	Increase the % of SWD

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performance for all student in Putnam County.	performance of SWD students to be on grade level.	and Assessment Standards			Interactive Board training – Title IIA	SRI - \$25,000 Thinkgate - \$45,000 Renaissance Learning \$30,000 Headsprout \$9,000	Superintendent, Instructional Coaches, Principals, Special Education Director, Teachers & System Accountability Support Personnel, HS Intervention Specialist, CTAE Director & Counselors		GMAS EOCs, Headsprout progress reports	Quarterly Data dive Review of Student Mastery Form	meeting or exceeding on the GMAS EOGs and EOCs.
To ensure fiscal responsibility and effective resource stewardship.	Develop and recommend an annual operating school system budget based on the system's improvement plan.	Planning and Organization Standards	4	3 & 4	Finance Software Training for system and school finance positions	NA	Superintendent, Assistant Superintendent & Director of Finance	2014-2016  Yearly	Report to Board	Yearly Budget Report Budget Calendar	Balanced Budget
To ensure fiscal responsibility	Use various internal and external audits	Planning and Organization Standards	4	3 & 4	Finance Software Training for	NA	Superintendent, Assistant Superintendent	2014-2016  Ongoing	Report to Board	Budget report on Finance	Meeting board goals within the

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and effective resource stewardship.	and program reviews as tools for continuous improvement.				system and school finance positions		& Director of Finance	assessment of tools and conversion to paperless		Software CSI	budget approved
To ensure fiscal responsibility and effective resource stewardship.	Streamline routine operations to become more online in order to be more proficient and economical.	Planning and Organization Standards	4	3 & 4	Finance Software Training for system and school finance positions	NA	Superintendent, Assistant Superintendent & Director of Finance	2014-2016  Ongoing assessment of tools and conversion to paperless	Cost of expenditure on copiers and paper	Budget line item	Reduced cost in supplies object code 610
To develop leadership and staff capacity throughout the school system.	Link job descriptions, compensation plans and performance evaluations for all personnel, aligned with the system's improvement plan.	Planning and Organization Standards	3	3 & 4	Yearly training on evaluation process	NA	Superintendent, Assistant Superintendent, & Principals	2014-2016  Ongoing Reported to BOE twice a year	Job descriptions and evaluations on eBoard web site	Located on eBoard	Highly qualified staff
To develop leadership and staff capacity throughout the school system.	Provide opportunities for staff, teachers, students and parents in leadership development.	Professional Learning and Leadership Standards	3	3 & 4	Title IIA SGA training, Math endorsements, gifted endorsements, Reading	NA	Superintendent, Assistant Superintendents, Director of Special Programs & Principals	Ongoing based on timeline with Oconee RESA and school system	Surveys and reports of participation	Professional learning report on participation in training and sign in sheets	Increase in participation in meetings as documented on sign-in sheets, responses

<b>Performance Goal</b>	<b>Actions/Strategies/ Interventions or Programs</b>	<b>GSSP</b>	<b>ESEA Goal#</b>	<b>IDEA Goal#</b>	<b>Professional Learning (Include funding source and cost)</b>	<b>Resources or Materials Needed (Include funding source, funding cycle and cost)</b>	<b>Person or Position Responsible for Monitoring and Evaluation</b>	<b>Timeline For Implementation (plan should include 2-3 years)</b>	<b>Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)</b>	<b>Monitoring of Intervention (Artifacts)</b>	<b>Evidence of Impact (Student Learning Data)</b>
					endorsements PBIS Training						from surveys
To develop leadership and staff capacity throughout the school system.	Align professional learning for teachers and staff with system improvement plan. Plans will be developed for any non HiQ teachers and paraprofessionals in becoming highly qualified. Remediation plans will also be developed for all core instructional teachers that do not hold a valid clear renewable certificate.	Professional Learning and Leadership Standards	3	3 & 4	Title IIA SGA training, Math endorsements, gifted endorsements, Reading endorsements PBIS Training Professional Learning to provide teachers with clear renewable certificates.	Oconee RESA	Superintendent, Assistant Superintendents, Director of Special Programs & Principals	Ongoing based on timeline with Oconee RESA and school system	Surveys and reports of participation HiQ Report	Professional learning report on participation in training and sign in sheets HiQ Report	Documentation of participation in staff development linked to board goals and objectives All teachers Highly Qualified
To actively engage students, parents and	Establish, train and support active School Governing Authorities.	Student, Family & Community and School	1	3 & 4	eBoard Training for posting and managing	NA	Superintendent, Assistant Superintendents, Director of	2014-2016 Reported to the BOE in June at	Survey	Survey	Programs developed with link to survey results



<b>Performance Goal</b>	<b>Actions/Strategies/ Interventions or Programs</b>	<b>GSSP</b>	<b>ESEA Goal#</b>	<b>IDEA Goal#</b>	<b>Professional Learning (Include funding source and cost)</b>	<b>Resources or Materials Needed (Include funding source, funding cycle and cost)</b>	<b>Person or Position Responsible for Monitoring and Evaluation</b>	<b>Timeline For Implementation (plan should include 2-3 years)</b>	<b>Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)</b>	<b>Monitoring of Intervention (Artifacts)</b>	<b>Evidence of Impact (Student Learning Data)</b>
community stakeholders.		Culture Standards			system and school meetings, posting system and school events, and developing strategic system plan		Special Programs & Principals	Board Retreat			
To actively engage students, parents and community stakeholders.	Develop and implement recognition plans for staff, teachers, parents, students and community.	Student, Family & Community and School Culture Standards	1	3	eBoard Training for posting and managing system and school meetings, posting system and school events, and developing strategic system plan	Superintendent's Student of the Month Recognition	Superintendent, Assistant Superintendents, Director of Special Programs, System Social Worker & Principals	2014-2016 Reported to the BOE in June at Board Retreat	Recognition events and documentation of activities	Increase in number of students in extra curricular activities and parent participation at schools.	Increase in state assessment scores.
To actively engage students, parents and community stakeholders.	Develop and implement a communication plan to include minimally public relations,	Student, Family & Community and School Culture Standards	1	3	eBoard Training for posting and managing system and school	Parent Portal – Local Funds eBoard	Superintendent, Assistant Superintendents, Director of Special Programs,	2014-2016 Quarterly flyers in the paper and monthly reports to parents at	Surveys and public relations report	List of community churches and businesses that offer	Increase in parents access to student and school information

<b>Performance Goal</b>	<b>Actions/Strategies/ Interventions or Programs</b>	<b>GSSP</b>	<b>ESEA Goal#</b>	<b>IDEA Goal#</b>	<b>Professional Learning (Include funding source and cost)</b>	<b>Resources or Materials Needed (Include funding source, funding cycle and cost)</b>	<b>Person or Position Responsible for Monitoring and Evaluation</b>	<b>Timeline For Implementation (plan should include 2-3 years)</b>	<b>Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)</b>	<b>Monitoring of Intervention (Artifacts)</b>	<b>Evidence of Impact (Student Learning Data)</b>
	marketing and parental and community involvement.				meetings, posting system and school events, and developing strategic system plan		System Social Worker & Principals	schools		access to computers to parents	
To actively engage students, parents and community stakeholders.	Increase communication and feedback from staff, teachers, parents and students. Hire parent mentor to work with SWD families to understand federal and state regulations.	Student, Family & Community and School Culture Standards	4	3 & 4	eBoard Training for posting and managing system and school meetings, posting system and school events, and developing strategic system plan EOE training for special ed director and parent mentor	“One Call” Parent Portal eBoard Flyers for papers, pamphlets for businesses and parent hand outs – Local funds Parent Mentor, \$12,500, for parent mentor Parent Mentor Grant and Title I	Superintendent, Assistant Superintendents, Director of Special Programs, System Social Worker & Principals	2014-2016  Quarterly flyers in the paper and monthly reports to parents at schools	Surveys	System Surveys to parents, staff, students and community	Surveys from parents, students, staff and community

<b>Performance Goal</b>	<b>Actions/Strategies/ Interventions or Programs</b>	<b>GSSP</b>	<b>ESEA Goal#</b>	<b>IDEA Goal#</b>	<b>Professional Learning (Include funding source and cost)</b>	<b>Resources or Materials Needed (Include funding source, funding cycle and cost)</b>	<b>Person or Position Responsible for Monitoring and Evaluation</b>	<b>Timeline For Implementation (plan should include 2-3 years)</b>	<b>Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)</b>	<b>Monitoring of Intervention (Artifacts)</b>	<b>Evidence of Impact (Student Learning Data)</b>
						Parent Involvement Title I, supplies					