

**Pulaski County School System Strategic Plan for Continuous Improvement  
FY 14**

2013-2014

**Identified Goals for Improvement**

**ESEA Performance Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and math.**

**Annual Measurable Objective(s):**

- Elementary Objective A – **The number of students ready for first grade as indicated by the GKIDS will increase by two percent by 2014.**
- Elementary Objective B – **From FY13 to FY14, the number of students in grades 1 – 5 who meet or exceed standards on state and/or local assessments in the area of reading will increase by 2%.**
- Elementary Objective C - **From FY13 to FY14, the number of students in grade 1 - 5 who meet or exceed standards on state and/or local assessments in the area of mathematics will increase by 2%.**
- Elementary Objective D – **From FY13 to FY14, the number of students in grades 1 – 5 who meet or exceed standards on state and/or local assessments in science and social studies will increase by 5%.**
- Elementary Objective E - **From FY13 to FY14, the number of students will increase their achievement in writing by three percent in third and fifth grades.**
- Middle Objective F - **From FY13 to FY14, the number of students in grades 6 - 8 who meet and/or exceed minimum standards on the math Criterion Referenced Competency Test (CRCT) will increase by 2%.**
- Middle Objective G - **From FY13 to FY14, the number of students in grades 6 – 8 who meet and /or exceed the minimum standards on the language arts/reading portion of the CRCT by 2%.**
- Middle Objective H - **From FY12 to FY13, the number of students who meet and/or exceed minimum standards on the science CRCT will increase by 3%.**
- Middle Objective I - **From FY12 to FY13, the number of students who meet and/or exceed the social studies portion of the CRCT will increase by 3%.**
- High Objective J. a. – **By 2014, 31% of the students will meet and/or exceed the Coordinate Algebra End of Course Test (EOCT).**
- High Objective J. b. – **By 2014, 30% of the students will meet and/or exceed the Analytic Geometry End of Course Test (EOCT).**
- High Objective K. a. – **By 2014, 87% of the students will meet and/or exceed the 9<sup>th</sup> Lit End of Course Test (EOCT).**
- High Objective K. b. – **By 2014, 93% of the students will meet and/or exceed the American Lit End of Course Test (EOCT).**
- High Objective L. a. – **By 2014, 70% of the students will meet and/or exceed the Biology End of Course Test (EOCT).**
- High Objective L. b. – **By 2014, 84% of the students will meet and/or exceed the Physical Science End of Course Test (EOCT).**
- High Objective M. a. – **By 2014, 70% of the students will meet and/or exceed the US History End of Course Test (EOCT).**
- High Objective M. b. – **By 2014, 86% of the students will meet and/or exceed the Economics End of Course Test (EOCT).**
- Pre- K Objective N – **By 2014, The percentage of the students ready for Kindergarten as indicated by Work Sampling Online (WSO) performance task will increase by 3%.**

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Actions/Strategies/Interventions or Programs	GSS	Professional Learning needed	Resources or Materials Needed and funding source	Person or Position Responsible for Monitoring and Evaluation	Timeline for Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
<b>**AMO=Annual Measurable Objective</b>								
<b>(AMO – A) Elem. Rdg</b> Use benchmark and progress monitoring data to develop small groups and determine instructional needs		Training on using data Differentiated Instruction by the Academic Coach & API	DIBELS Next, (web-based), Palm Pilots, Fountas & Pinnell kits, GKIDS informal assessments	Classroom teacher, Academic Coach, API, Principal	2012-2015	GKIDS DIBELS Informal Assessment Fountas and Pinnell Reading Comprehension Benchmarks	Small group lesson plans, DIBELS data  Fountas and Pinnell data	Assessment results-informal and formal, summative assessments at local and state level
<b>(AMO – A) Elem. Math</b> Use benchmark and progress monitoring data to develop small groups and determine instructional needs	12d	Training provided by mClass trainers	mClass math (web-based), Math kits, palm pilots, GKIDS informal assessments <i>SIP grant</i>	Classroom teacher, Academic Coach, API, Principal	2012-2015	mClass math scores GKIDS results	Small group lesson plans, teacher observations	Assessment results-informal and formal, summative assessments at local and state level
<b>(AMO – A) Elem. Math</b> Develop or enhance more rigorous math workstations	12d	Training provided by <i>Academic Coach</i> Differentiated Instruction by the Academic Coach & API	Math manipulative, Harcourt Math leveled resources, Learning Village, Instructional Frameworks w/Performance tasks	Classroom teacher, Academic Coach, API, Principal	2012-2015	mClass math GKIDS Informal assessments	Small group lesson plans, mClass data GKIDS results Informal assessment data	Assessment results-informal and formal, summative assessments at local and state level
<b>(AMO – B) Elem. Rdg</b>	11d	<i>Thinkgate</i> Training	Palm Pilots, ACER	Academic	2012-2015	DIBELS	Small group	Assessment

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Use data from appropriate assessments to develop small groups and determine instructional needs		Differentiated Instruction by the Academic Coach & API	tablets, DIBELS NEXT (web-based) Fountas and Pinnell Comprehension Kits, <i>Raz-Kids</i> , <i>Classworks</i> <i>Study Island</i> & <i>Triumphs</i> Intervention by McGraw-Hill <i>Title I-A</i> , <i>Title VI-B</i> , <i>SIP</i>	Coach, SWAT Team, API,		Benchmark Fountas and Pinnell	lesson plans; sign-in sheets from training; DIBELS score Benchmark data, Fountas & Pinnell data, Study Island data, Raz-Kids data, Classworks data	results-informal and formal, summative assessments at local and state level
<b>(AMO – B) Elem. Rdg</b> Follow the scope and sequence of the core reading program or units of study	C3c		Mac- McGraw-Hill Core Rdg materials and supplemental materials Units of study for Reading Workshop <i>Local</i> , <i>Title I</i>	API, Academic Coach and Classroom Teachers	2012-2015	End of the Unit Test, informal assessments, F & P comprehension benchmarks, Raz-Kids, Study Island, Classworks, CRCT	CRCT results, Assessment data: F & P , Raz-Kids, Study Island and Classworks	Assessment results-informal and formal, summative assessments at local and state level
<b>(AMO – C) Elem. Math</b> Use benchmark and progress monitoring data to develop small groups and determine instructional needs		Training provided by mClass trainers (1-3) <i>Thinkgate</i> training  Differentiated Instruction by the Academic Coach & API	mClass math (web-based), Math kits, palm pilots, ACER tablets <i>SIP grant</i>	Classroom teacher, Academic Coach, API, Principal	2012-2015	mClass math scores informal assessments, formal assessments, Study Island, Classworks, Math Facts in A Flash	Small group lesson plans, data from assessments, Study Island, & Classworks	Assessment results-informal and formal, summative assessments at local and state level
<b>(AMO – C) Elem. Math</b> Develop or enhance more rigorous math workstations	I2d	Differentiated Instruction by the Academic Coach & API	Math manipulatives, Harcourt Math leveled resources, Learning Village,	Classroom teacher, Academic Coach, API, Principal	2012-2015	mClass math(1-3) Informal assessments formal assessments, assessments, Study	Small group lesson plans, data from assessments, Study Island, &	Assessment results-informal and formal, summative assessments at

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			Instructional Frameworks w/Performance tasks <i>Title I, VI-B, SIP</i>			Island, & Classworks	Classworks	local and state level
<b>(AMO – C) Elem. Math</b> Develop map and timeline for identifying and mastering math standards	C1b	NA	Math CCGPS  <i>SIP</i>	Classroom teachers API, Academic Coach	2012-2015	CRCT Unit tests Informal assessments	Copy of timeline/map Unit tests, data from assessments	Lesson plans correlated to maps, Assessment results-informal and formal, summative assessments at local and state level
<b>(AMO-C) Elem. Math</b> Focus School Designation/ Flexible Learning Program		Differentiated Instruction by the Academic Coach & API	Study Island, Classworks, School Improvement Specialist <i>Title I and SIP</i>	Principal, API, Asst. Superintendent	2012-2015	Informal assessments formal assessments, assessments, Study Island, & Classworks	Small group lesson plans, data from assessments, Study Island, & Classworks	Assessment results-informal and formal, summative assessments at local and state level
<b>(AMO – D) Elem. Science and Social Studies</b> Develop benchmark assessments in order to set SLOs (Student Learning Objectives)		Training provided by API Differentiated Instruction by the Academic Coach & API	Study Island, Classworks, School Improvement Specialist <i>Title I and SIP</i>	Principal, API, Academic Coach, Classroom Teachers	2012-2015	Results of benchmark assessments	Assessments, SLOs, data from assessments	Assessment results-informal and formal, summative assessments at local and state level
<b>(AMO - E) Elem. Writing</b> Writing assignments in all content areas and teaching sessions on the writing process	I1c	Writing workshop training provided by Academic Coach and API	Journals Writing Rubrics, Units of study, 6 + 1 Traits, Writing Workshop	Principal, API, Academic Coach, Classroom Teachers	2012-2015	Results of the Georgia Writing Assessment Rubrics	Writing samples from portfolios, lesson plans, Observations	Writing Assessment Results

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			Kit <i>Local, Title I</i>					
<b>(AMO - F) Middle Math</b> a. Increased use of technology b. 21 <sup>st</sup> Century After school program c. Remedial math classes d. common core GPS Implementation in 90 minute classes e. OAS f. Math Coach g. Thinkgate h. Vocabulary Focus i. IXL j. ACC math classes	C-1,3 I-2 A-1,3	Mathematics vertical teaming Data vertical teaming Data analysis training Smartboard Training	Technology IXL <i>QBE, Local, Title VI-B, 21<sup>st</sup> CCLC, RT3</i>	Principal and API, Classroom Teachers, Academic Coaches 21 <sup>st</sup> CCLC Coordinator	2011-14	Teacher made tests, Unit tests, Benchmark Assessments, Awareness Walks, Mathematics portion of the CRCT	Class and after school attendance logs, logs of student use of technology, lesson plans, and samples of student work, meeting minutes, software reports	Improvement of students' mathematics achievement as evident on benchmark assessments and CRCT.
<b>(AMO - G) Middle ELA/Rdg</b> a. Reading/Writing across the curriculum b. Increased use of technology c. 21 <sup>st</sup> Century After school program d. ACC language arts classes e. Reading and ELA taught with integrated curriculum in 90 minute periods (CCGPS) g. Vocabulary Emphasis h. Thinkgate i. Literacy Coach j. OAS	C-1,2 I-1,2,3 A-1	ELA Vert. Teaming Reading Conference Data analysis training, Smartboard training, Reading and Writing standards for science, social studies, and CTAE	Thinkgate Technology <i>QBE, Local, RT3, 21<sup>st</sup> CCLC</i>	Principal and API, Classroom Teachers, Academic Coaches 21 <sup>st</sup> CCLC Coordinator	2011-14	Teacher Made Tests Reading/Language Arts portions of the CRCT Benchmark Assessments, Awareness Walks	Reading in all classes, logs of student use of technology, attendance in after school, and samples of student work, lesson plans, meeting minutes, software reports	Improvement of students' language arts and reading achievement as evident on benchmark assessments, CRCT
<b>(AMO - H) Middle Science</b> a. Increase use of technology b. Science Fair c. ACC science classes	C-1,2,3 I-1,2,3	Data analysis training <i>Thinkgate</i> Training	Technology Release time for common core training	Principal and API, Classroom Teachers,	2011-14	Teacher Made Tests Unit Tests Science portion of the CRCT	Class and after school attendance logs, logs of	Improvement of students' science achievement as evident on

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d. GPS implementation e. Vocabulary Emphasis f. Writing/ reading across curriculum g. Thinkgate h. OAS i. Literacy Coach	A-1		<i>QBE, Local, Title VI-B, RT3</i>	Academic Coaches		Benchmark Assessments, Awareness Walks	student use of technology, and samples of student work, lesson plans	benchmark assessments and CRCT
<b>(AMO – I) Middle Soc. Studies</b> a. Increase use of Technology b. GPS Implementation c. ACC Soc. Studies classes d. Student Council e. Reading/writing across the curriculum f. Cultural Awareness Day g. Vocabulary Focus	C-1,2,3 I-2 A-1,3	Curriculum mapping Data analysis training	Common core updates Technology Adopted Text <i>QBE, Local, Title II-A</i>	Principal and API, Classroom teachers, Academic Coaches	2010-14	Teacher Made Tests Unit Tests Social Studies portion of the CRCT Benchmark Assessments, Awareness Walks	Class and after school attendance logs, student use of technology, samples of student work, lesson plans	Improvement of students’ social studies achievement as evident of benchmark assessments and CRCT
<b>(AMO - J) EOCT Math</b> a. Increased Use of Technology b. OdysseyWare c. After school tutoring d. Honors and AP math classes e. Required Performance Tasks f. SAT/ACT Practice g. Remediation during ILT h. Math Coach to work with teachers i. Graduation Coach to work with At-Risk students	C-1,3 I-2 A-1,3	TI Texas Instruments Training GCTM Conference Mathematics Vertical Teaming Data Analysis Training Gifted and AP Training CCGPS Training Student Engagement Common Planning <i>Thinkgate</i> Training Standards Based Classroom Training	Technology Release Time for CCGPS Training <i>Title VI-B, Title IIA</i>	Principal, API, Math Coach, and Graduation Coach	2010-14	Mathematics portion of GHSGT Accelerated Math Benchmark Tests SAT/ACT EOCT	Class and after school attendance logs, logs of student use of technology, and samples of student work Classroom Evaluations	Improvement of students’ mathematics achievement as evident on benchmark assessments and EOCT, GHSGT, Improvement of Math scores of SAT/ACT

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<p><b>(AMO -K) EOCT ELA</b>  a. Increased literacy focus in all classes  b. Increased use of technology  c. After school tutoring  d. CCGPS implementation  e. Honors and AP English classes  f. Research Process at each grade level  g. SAT/ACT Review  h. Odysseyware  i. Writing Process  j. Remediation during ILT  k. Literacy Coach to work with teachers  l. Graduation Coach to work with At-Risk students</p>	<p>C-1,2  I-1,2,3  A-1</p>	<p>Reading/Writing Strategies – CCGPS  Differentiated Lrng Conference  Student Engagement  Technology Trng.  GPS Training  Data Analysis Trng.  Gifted and AP Training  Standards Based Classroom Training  Thinkgate Training</p>	<p>Technology Release Time for CCGPS Training  <i>QBE, Local, Title VI-B, II-A</i></p>	<p>Principal, API, Literacy Coach, and Graduation Coach</p>	<p>2010-14</p>	<p>Teacher Observations  Unit Tests  English/ Language Arts portion of the GHS GT  GHSWT  SAT/ACT  Writing Portfolios  EOCT</p>	<p>Reading logs used in all classes, logs of student use of technology, attendance in class and after school, and samples of student work  Classroom Evaluations</p>	<p>Improvement of students’ English achievement as evident on benchmark assessments and EOCT, GHS GT, GHSWT</p>
<p><b>(AMO - L) EOCT Science</b>  a. Graduation Coach to work with At-Risk students  b. CCGPS implementation- Increased literacy focus.  c. After school tutoring  d. Increased use of technology  e. Honors and AP science classes  f. Increased lab activities  g. Teach Greek/Latin prefixes  h. Required Inquiry Process project  i. Remediation during ILT</p>	<p>C-1,2,3  I-1,2,3  A-1</p>	<p>Data Analysis Training  Texas Instruments Training  CCGPS Training  Standardized Testing Workshops  Gifted and AP Training  Science Conference  Student Engagement  Standards Based Classroom Training</p>	<p>Technology Release Time for CCGPS Training  <i>QBE, Local, Title VI</i></p>	<p>Principal, API, and Graduation Coach</p>	<p>2010-14</p>	<p>Teacher Observations  Unit Tests  Science portion of GHS GT  EOCT</p>	<p>Class and after school attendance logs, logs of student use of technology, and samples of student work  Classroom Evaluations</p>	<p>Improvement of students’ science achievement as evident on benchmark assessments EOCT, GHS GT</p>
<p><b>(AMO - M) EOCT Soc. St.</b></p>	<p>C-1</p>	<p>Data Analysis</p>	<p>Technology</p>	<p>Principal, API,</p>	<p>2010-14</p>	<p>Teacher</p>	<p>Class and after</p>	<p>Improvement of</p>

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<p>b. Graduation Coach to work with At-Risk students c. CCGPS implementation- Increased literacy focus d. After school tutoring e. Increased use of technology f. Honors and AP Social Studies classes g. Required Inquiry Process Project h. Remediation during ILT</p>	<p>I-1,2,3 A-1</p>	<p>Training Technology Training CCGPS Training Standardized Testing Workshops Gifted and AP Trng. Social Studies Conf. Student Engagement Standards Based Classroom Training</p>	<p>Release Time for CCGPS Training  <i>QBE, Local</i></p>	<p>and Graduation Coach</p>		<p>Observations Unit Tests Social Studies portion of GHSGT EOCT</p>	<p>school attendance logs, logs of student use of technology, and samples of student work Classroom Evaluations</p>	<p>students' social studies achievement as evident on benchmark assessments  EOCT, GHSGT</p>
<p><b>(AMO-N) Pre-K-</b> Use benchmarks and progress monitoring data to develop small groups and determine instructional needs.</p>		<p>Training on work sampling online</p>	<p>Internet based computers. Bright from the start.</p>	<p>Classroom teachers &amp; Pre-K Director</p>	<p>2013-2014</p>	<p>WSO data, developmental checklist, progress monitoring</p>	<p>Small group lesson plans &amp; benchmark data</p>	<p>Informal and formal assessment results &amp; Developmental Checklists</p>
<p><b>(AMO – A through M) Maintain and Increase Parent Involvement</b> -K, 6<sup>th</sup>, 9<sup>th</sup>, 12<sup>th</sup> grade orientations -Parent Mentor Mtgs –SWD Parents -Family Nights -Parent/Teacher Conf. -Newsletters, Brochure -11<sup>th</sup> grade parent meeting -Parent workshops for students not passing the GHSGT -I-Parent (student grade software) -Local TV – Channel 100/10 -PTO Meetings -System/School Websites -Elem. Parent Nights &amp; Saturdays -Extracurricular Activities</p>		<p>HGRESA Workshop, Parent Liaison, HHS Parent and Community Cadre Archway Partnership</p>	<p>Parent booklets, Agendas, School Max I -Parent, Materials for Open House and Parent Conf. Parent Mail-outs  <i>Title I-A, Local, SIG Grant, RT3</i></p>	<p>Asst. Supt. Principals, Parent Liaison, Teachers, Tech Coordinator, Counselors, SpEd Parent Mentor, SpEd Director, &amp; Superintendent</p>	<p>2013-2014</p>	<p>Participation by parents</p>	<p>Sign ins, Surveys</p>	<p>Parent Surveys</p>



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-ELL/Parent Night								
<b>(AMO – A through M)</b>  <b>Class Size Reduction Teachers</b>		N/A	Additional teachers and benefits provided at all levels <i>Title I-A, Title II-A, RT3</i>	BOE/Supt.	2013-2014	Scores on state mandated tests	Benchmark tests	Increase in student achievement
<b>Identified Goals for Improvement</b>								
ESEA Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in Reading/Language Arts and Mathematics.								
<b>Annual Measurable Objective(s):</b>								
<ul style="list-style-type: none"> <li>The percentage of limited English proficient students of Pulaski County School System who become proficient in English and meet or exceed standards on state mandated assessments in mathematics will increase by 2% annually.</li> </ul>								
<b>Actions/Strategies/Intervention or Programs</b>	<b>GSS</b>	<b>Professional Learning</b>	<b>Resources or Materials Needed (Include funding source)</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>
<b>(AMO – Mathematics)</b> a. Classworks b. Increased use of technology c. After school tutoring 21 <sup>st</sup> CCLC d. Remedial math classes e. Tutoring by ESOL teacher f. Pull-Out g. IXL	C-1,3 I-2 A-1,3	ESOL Endorsement <i>Rosetta Stone</i> , Title III Conference	Technology Classworks Release time for training <i>Prof. Lrng, Title III Con., Title VI</i>	Principal, API	2013-2015	Teacher Observations Unit Tests Mathematics portion of CRCT and GHSGT and EOCT	Class and after-school attendance logs, logs of student use of technology, and samples of student work	Improvements of ELL students' mathematics achievement as evident on benchmark assessments
<b>(AMO - Reading- English/LA)</b>	C-	ESOL Endorsement	bilingual	Principal, API	2013-2015	Teacher	Reading in all	Improvement of

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a. Classworks b. Increased use of technology c. Reading across the curriculum d. After school program e. common core GPS implementation f. Remedial reading classes g. 90 minute language arts classes in middle school h. Tutoring by ESOL teacher i. <i>Read 180</i>	1,2 I- 1,2,3 A-1	Reading strategies Common core Training Curriculum mapping	dictionaries Spanish and Vietnamese ELLIS software headphones Technology Classworks Release time for training <i>Title VI-B, SIG</i>			Observations Unit Tests  Language Arts portion of CRCT, GHS GT, and EOCT	classes, logs of student use of technology, attendance in class and after school, and samples of student work	ELL students' English achievement as evident on benchmark assessments
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**Identified Goals for Improvement**  
**ESEA Performance Goal 3: All students will be taught by highly qualified teachers.**

**Annual Measurable Objective(s):**  
 • **All students of Pulaski County will be taught by highly qualified teachers.**

<b>Recruit</b> and hire highly qualified teachers and paraprofessionals, attend job fairs		Title I and IIA conferences and workshops, PSC Updates	Recruitment <i>Title IIA</i>	Asst. Supt.	2013-2014	Highly Qualified Report - PSC	Applicants, job postings, job fair attendance	% of positions filled with highly qualified, certified teachers
<b>Remediation Plan for teachers or paraprofessionals not HiQ and teachers with non-renewable or non-professional certificates</b> to include coursework or GACE test		N/A	GACE, college courses <i>Title II-A</i>	Asst. Supt., Principals	2013-2014	Highly Qualified Report - PSC	CPI Report	% of highly qualified and fully certified teachers and paraprofessionals

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<b>ESEA Performance Goal 4: By 2013-2014, all students will be educated in learning environments that are safe, drug free, and conducive to learning.</b>								
<b>Annual Measurable Objective(s):</b>								
<ul style="list-style-type: none"> <li><b>All the students in Pulaski County School System will be learning in a safe and drug free environment.</b></li> </ul>								
<b>Actions/Strategies/ Interventions or Programs</b>	<b>GSS</b>	<b>Professional Learning</b>	<b>Resources or Materials Needed (Include funding source)</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>
Classroom guidance on Bullying - Too Good for Violence Curriculum	P/O-4	-Peer Helpers -Georgia School Counselors Conf -Counselor Network	-Videos, power points, and handouts TGFD  <i>Local, Title VI</i>	Counselor MS Family Connections Director Arts Council -Elem. School counselor	2013-2016	-Pre and Post student surveys -Classroom activities with student, teacher, and administration evaluations -Pre student survey, scenarios, discussions	Attendance logs	Increased student awareness of all types of bullying (survey) -fewer referrals for bullying to counselor and to office
Positive Behavior Intervention and Supports		PBIS Trainings and redeliveries	PBIS rewards <i>School level funds, Title I-A, RT3</i>	Counselors, Transition Spec., Graduation Coach	2013-2017	Classroom activities with student, teacher, and administration evaluations	Discipline referrals	Less Discipline referrals
Choosing the Best Path	P/O-4	Redelivery and Self Training	Speaker and activity kit <i>Family Connections</i>	Family Connections Health Instructors	2013-2016	Student and parent surveys	Attendance logs	Pre and post tests Teen pregnancy data
Red Ribbon Week	P/O-4	N/A	Awareness	Counselors,	Ongoing	Surveys	Attendance logs	Drug awareness

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Too Good for Drugs Curriculum			Materials: Banners, ribbons, pencils, and rulers <i>School level funding</i>	Teachers, coaches		Workbooks		as indicated by survey results
Too Good for Drugs – Elem. & Middle Too Good for Violence – Elem. & Middle Too Good for Drugs and Violence High School	P/O-4	Workshop	Kits <i>21<sup>st</sup> CCLC</i>	Counselors, Teachers	Ongoing	Surveys	Attendance logs	Drug awareness Discipline Referrals
CHAMPS	P/O - 4	Course Training <i>Sheriff's Dept.</i>	Student and parent Booklets, Code of conduct <i>Sheriff's Dept.</i>	Sheriff's Dept., Asst. principal, teachers	2014-2017	Pre and Post Evaluation Surveys	Sample of student work and observations	Fewer discipline referrals
Character Education classes taught by Elem. Counselor	SC1- d & 1h	HGRESA	Counselor supplies <i>Local</i>	Elem. Counselor, Elem. Principal	On-going	Survey completed by fourth and fifth grade students, quiz	End of year discipline reports, end of year referrals to counselor	Reduce number of students referred to administration and/or counselor
Middle School Mentoring Program	P/O-4	Mentoring strategies and techniques	Teachers and staff	Graduation coach	2010-2013	Checks each 9wks	Attendance and participation	Fewer discipline referrals; better attendance and grades
Install and maintain surveillance cameras for school halls and classrooms, and purchase radios	P/O-4	N/A	Cameras, radios, digital recorders, and installation <i>Local, SPLOST</i>	Director of Operations	2010-2013	Decrease in discipline issues	Decrease in discipline issues	Decrease in discipline issues

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**ESEA Performance Goal 5: By 2013-2014, all students will graduate from high school.**

**Annual Measurable Objective(s):**

- By 2013, the cohort graduation rate will increase to 80%.

Actions/Strategies/ Interventions or Programs	GSS	Professional Learning	Resources or Materials Needed (Include funding source)	Person or Position Responsible for Monitoring and Evaluation	Timeline for Implementation (plan should include 2-3 years)	Means of Evaluation (What will be used to evaluate the action, strategy, intervention, or program?)	Monitoring of Intervention (Artifacts)	Evidence of Impact (Student Learning Data)
a. GHSGT review for At-Risk juniors b. Remediation for seniors who have not passed all parts of GHSGT c. Credit recovery d. Middle School Graduation Coach who works with At-Risk students e. CCGPS implementation f. Remediation during ILT g. Parent Workshop & meeting h. Attendance policy i. Teacher mentors for at risk students j. Advisement Period	A-3	- Training in Instructional Strategies in all content areas - Data Analysis Training - OdysseyWare Training - CCGPS Training - Standardized Testing Workshops - PAGE WOW Training - Mentoring Cadre	a. Transition Spec. b. Odysseyware Licenses c. Georgia Virtual High School  <i>QBE, Local, 21<sup>st</sup> CCLC RT3</i>	Principal, API, Graduation Coach, Math and Literacy Coaches	2010-2014	Graduation rate according to CCRPI	Attendance logs, lesson plans, and samples of student work	Successful completion of high school in four/five years

**Identified Goals for Improvement**

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

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<b>Annual Measurable Objective(s):</b>								
<ul style="list-style-type: none"> <li><b>By 2014, the number of SWD who graduate from high school with a regular education diploma will meet or exceed the state target of 85%.</b></li> </ul>								
<b>Actions/Strategies/Interventions or Programs</b>	<b>GSS</b>	<b>Professional Learning</b>	<b>Resources or Materials Needed (Include funding source)</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>
SWD will be educated to the maximum extent possible in the general education classroom. Increase SWD enrollment in Co-teaching classes and Transition Classes	SCI 14, 11, 12	Co-teaching professional learning, Differentiated instruction training	GLRS resources HGRESA	Principals, Special Education Director; Special Education and Reg. Ed. Teachers	2014-2017	Dec. 1 <sup>st</sup> Federal Report and October FTE to monitor LRE, drop-out and regular high school diploma rate	Internal monitoring of LRE for SWD Monitor Transition Plan	Increase in the regular education diploma rate for SWD
SWD will meet state target for successful transition to college, competitive employment, post secondary education, and other employment		Successful transition plans; participation in the transition alliance; cooperation with voc. rehab	GLRS resources HGRESA	Special Ed. Director, school counselor, SPED teachers, voc rehab counselors	2014-2017	Post Secondary outcome reporting	Review of transition plans	Increase successful transition
Increase the percent of parents, with a child receiving SPED services, who report that the school facilitated parent involvement is a way of improving student services and outcomes.		Parent Meetings, Parent Contacts, Written Materials	IDEA VIB	Parent Mentor; SPED Director; SPED teachers	2014-2017	SPED State reporting	Number of contacts; Sign in sheets at parent meetings	Higher percentage of satisfied parents for state reporting
<b>Identified Goals for Improvement</b>								
<b>IDEA Performance Goal 2: Improve services for young children (ages 3-5) with disabilities.</b>								
<b>Annual Measurable Objective(s):</b>								
<ul style="list-style-type: none"> <li><b>Objective – Maintain 100% placement of eligible young children by parents or other agencies.</b></li> </ul>								
<b>Actions/Strategies/Interventions or Programs</b>	<b>GSS</b>	<b>Professional Learning</b>	<b>Resources or Materials Needed (Include</b>	<b>Person or Position Responsible for</b>	<b>Timeline for Implementation (plan should</b>	<b>Means of Evaluation (What will be used to</b>	<b>Monitoring of Intervention (Artifacts)</b>	<b>Evidence of Impact (Student</b>

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			<b>funding source, funding cycle and cost)</b>	<b>Monitoring and Evaluation</b>	<b>include 2-3 years)</b>	<b>evaluate the action, strategy, intervention, or program?)</b>		<b>Learning Data)</b>
Improve services for young children with disabilities Distribute community posters; Child-Find efforts continually		Pre-K Prof. learning Autism Training	Partner w/GLRS	Special Education Director; Special Education Pre-School Teachers	2012-2015	Developmental rating scales; portfolios	Internal monitoring	Student progress; kindergarten readiness
<b>Identified Goals for Improvement</b>								
<b>IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities.</b>								
<b>Annual Measurable Objective(s):</b>								
<ul style="list-style-type: none"> <li>SWD who receive their instruction in the general education setting with appropriate accommodations will meet or exceed the state target of less than 16% removal from regular education classes.</li> </ul>								
<b>Actions/Strategies/Interventions or Programs</b>	<b>GSS</b>	<b>Professional Learning</b>	<b>Resources or Materials Needed (Include funding source)</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>
Improve the provision of a free and appropriate public education to students with disabilities		GLRS partner; Co-teaching; Inclusion; Differentiated instruction; Lindamood-Bell method reading	LRE Project w/GLRS <i>IDEA Flowthrough</i>	Principals; Special Education Director; Literacy Coaches; SPED teachers	2014-2017	Percent of students in regular ed. Classrooms; Conferences	CRCT results; HSGT results	CRCT results; GHSCT results; Increased reg. education diplomas; fewer drop-outs
Improve CRCT Math Scores among SWD in grades 3-8		GLRS Partner		Math Coaches; Classroom Teacher	2017	Evaluation of Math Scores	Baseline Testing CRCT Results	Increased CRCT results
Increase Participation in CRCT Reading/ELA testing		N/A	N/A	Special Education Director	2017	Observation of Student Numbers	Student numbers	Participation rates for SWD

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								taking the CRCT Reading/LA test will meet the state recommended 98.75%
<b>Identified Goals for Improvement</b>								
<b>IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.</b>								
<b>Annual Measurable Objective(s):</b>								
<ul style="list-style-type: none"> <li><b>Maintain compliance with state and federal laws and regulations.</b></li> </ul>								
<b>Actions/Strategies/Interventions or Programs</b>	<b>GSS</b>	<b>Professional Learning</b>	<b>Resources or Materials Needed (Include funding source)</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>
Maintain compliance with state and federal laws and regulations; noncompliance will be corrected immediately; All reports submitted on time		No known noncompliance; Director will attend appropriate in-service to comply with requirements	<i>Title VI-B Flowthrough, Professional Learning</i>	Special education director	Ongoing	Reports; Conferences		All reports submitted on time