

**Strategic Goal Area I: Student Achievement  
A Vision for Public Education in Georgia Goal(s):  
3.4, 3.5, 4.2, 4.3, 4.4, 5.1, 5.2, 7.1, 8.7, 9.2**

<b>Performance Objective I: To increase student achievement through quality &amp; rigorous instruction</b>					
<u>Performance Measure 1:</u> GKIDS - L. Arts	FY15 Baseline : 85.9%	FY16: 85.3%	FY17: 81.3%	FY18: 82.4%	FY19 Target: 84%
<u>Performance Measure 2:</u> GKIDS - Math	FY15 Baseline: 86.1%	FY16: 86.6%	FY17: 86.1%	FY18: 82.7%	FY19 Target: 86%
<u>Performance Measure 3:</u> Percent of students meeting or exceeding grade level expectations on STAR Reading	FY15 Baseline: Grade 1: 79% Grade 2: 61% Grade 3: 50% Grade 4: 47% Grade 5: 47%	FY16: Grade 1: 81% Grade 2: 59% Grade 3: 57% Grade 4: 50% Grade 5: 41%	FY17: Grade 1: 72% Grade 2: 59% Grade 3: 56% Grade 4: 45% Grade 5: 45%	FY18: Grade 1: 83% Grade 2: 74% Grade 3: 52% Grade 4: 48% Grade 5: 35%	FY19 Targets: Grade 1: 85% Grade 2: 83% Grade 3: 77% Grade 4: 55% Grade 5: 51%
<u>Performance Measure 4:</u> Percent of third graders achieving CCRPI recommended Lexile level (670)	FY15 Baseline: 43% <i>New EOG</i>	FY16: 46% <i>New EOG</i>	FY17: 43%	FY18: 30.06% <i>Preliminary data</i>	FY19 Target: 33%
<u>Performance Measure 5:</u> Percent of fifth graders achieving CCRPI recommended Lexile level (920)	FY15 Baseline: 61% <i>New EOG</i>	FY16: 53% <i>New EOG</i>	FY17: 66%	FY18: 39.94% <i>Preliminary data</i>	FY19 Target: 42%
<u>Performance Measure 6:</u> Percent of 8 <sup>th</sup> Graders achieving CCRPI recommended Lexile level (1097)	FY15 Baseline: 56% <i>New EOG</i>	FY16: 65% <i>New EOG</i>	FY17: 57%	FY18: 52.71% <i>Preliminary data</i>	FY19 Target: 55%
<u>Performance Measure 7:</u> Percent of students in American Literature achieving CCRPI recommended Lexile level (1285)	FY15 Baseline: 42% <i>New EOG</i>	FY16: 50% <i>New EOG</i>	FY17: 54%	FY18: 40% <i>Preliminary data</i>	FY19 Target: 43%

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<u>Performance Measure 8:</u> Percent of students meeting or exceeding grade level expectations on STAR Math	FY15 Baseline: Grade 1: 82% Grade 2: 78% Grade 3: 76% Grade 4: 65% Grade 5: 69%	FY16: Grade 1: 89% Grade 2: 80% Grade 3: 79% Grade 4: 65% Grade 5: 62%	FY17: Grade 1: 81% Grade 2: 72% Grade 3: 80% Grade 4: 45% Grade 5: 73%	FY18: Grade 1: 91% Grade 2: 84% Grade 3: 75% Grade 4: 80% Grade 5: 56%	FY19 Targets: Grade 1: 92% Grade 2: 92% Grade 3: 87% Grade 4: 78% Grade 5: 83%
<u>Performance Measure 9:</u> Percent of all students meeting or exceeding expectations on MCSS Math benchmark tests	FY15 Baseline: 35.47%	FY16: 53.79%	FY17: 53.38%	FY18: 3.93%	FY19 Target: 35%
<u>Performance Measure 10:</u> Percent of students scoring at Level 2 or higher on 9 <sup>th</sup> Grade Literature GA Milestones EOC Test	FY15 Baseline: 71% <i>New EOC</i>	FY16: 70%	FY17: 72%	FY18: Winter: 57% Spring: 72%	FY19 Target: Winter: 60% Spring: 75%
<u>Performance Measure 11:</u> Percent of students scoring at Level 2 or higher on American Literature GA Milestones EOC Test	FY15 Baseline: 63% <i>New EOC</i>	FY16: 64%	FY17: 72%	FY18: Winter: 63% Spring: 67%	FY19 Target: Winter: 75% Spring: 75%
<u>Performance Measure 12:</u> Percent of students scoring at Level 2 or higher on Algebra I GA Milestones EOC Test	FY15 Baseline: 54% <i>New EOC</i>	FY16: 64%	FY17: 73%	FY18: Winter: 71% Spring: 66%	FY19 Target: Winter: 68% Spring: 68%
<u>Performance Measure 13:</u> Percent of students scoring at Level 2 or higher on Geometry GA Milestones EOC Test	FY15 Baseline: 60% <i>New EOC</i>	FY16: 49%	FY17: 48%	FY18: Winter: 65% Spring: 63%	FY19 Target: Winter: 74% Spring: 69%
<u>Performance Measure 14:</u> Percent of students scoring at Level 2 or higher on Physical Science GA Milestones EOC Test	FY15 Baseline: 32% <i>New EOC</i>	FY16: 61%	FY17: 49%	FY18: Winter: 34% Spring: 50%	FY19 Target: Winter: 65% Spring: 70%

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<u>Performance Measure 15:</u> Percent of students scoring at Level 2 or higher on Biology GA Milestones EOC Test	FY15 Baseline: 39% <i>New EOC</i>	FY16: 46%	FY17: 62%	FY18: Winter: 65% Spring: 63%	FY19 Target: Winter: 65% Spring: 70%
<u>Performance Measure 16:</u> Percent of students scoring at Level 2 or higher on US History GA Milestones EOC Test	FY15 Baseline: 59% <i>New EOC</i>	FY16: 74%	FY17: 62%	FY18: Winter: 58% Spring: 61%	FY19 Target: Winter: 61% Spring: 64%
<u>Performance Measure 17:</u> Percent of students scoring at Level 2 or higher on Economics GA Milestones EOC Test	FY15 Baseline: 54% <i>New EOC</i>	FY16: 56%	FY17: 57%	FY18: Winter: 65% Spring: 57%	FY19 Target: Winter: 65% Spring: 70%
<u>Performance Measure 18:</u> Percent of students scoring “Grade Level or Above” on Reading & Vocabulary Domain of GA Milestones EOG Test	FY15 Baseline: Grade 3: 65% Grade 4: 47% Grade 5: 63% Grade 6: 43% Grade 7: 62% Grade 8: 61%	FY16: Grade 3: 68% Grade 4: 49% Grade 5: 54% Grade 6: 52% Grade 7: 60% Grade 8: 69%	FY17: Grade 3: 73% Grade 4: 46% Grade 5: 66% Grade 6: 50% Grade 7: 66% Grade 8: 69%	FY18: Grade 3: 57% Grade 4: 59% Grade 5: 60% Grade 6: 57% Grade 7: 53% Grade 8: 54%	FY19 Targets: Grade 3: 60% Grade 4: 60% Grade 5: 62% Grade 6: 63% Grade 7: 50% Grade 8: 56%
<u>Performance Measure 19:</u> Percent of students scoring at Level 2 or higher on Mathematics portion of GA Milestones EOG Test	FY15 Baseline: Grade 3: 84% Grade 4: 78% Grade 5: 76% Grade 6: 77% Grade 7: 71% Grade 8: 66%	FY16: Grade 3: 86% Grade 4: 71% Grade 5: 70% Grade 6: 73% Grade 7: 70% Grade 8: 73%	FY17: Grade 3: 86% Grade 4: 81% Grade 5: 75% Grade 6: 67% Grade 7: 70% Grade 8: 81%	FY18: Grade 3: 79% Grade 4: 84% Grade 5: 66% Grade 6: 63% Grade 7: 66% Grade 8: 65%	FY19 Targets: Grade 3: 79% Grade 4: 82% Grade 5: 87% Grade 6: 69% Grade 7: 66% Grade 8: 69%
<u>Performance Measure 20:</u> Percent of students scoring at Level 2 or higher on Science portion of GA Milestones EOG Test	FY15 Baseline: Grade 5: 61% Grade 8: 66%	FY16: Grade 5: 56% Grade 8: 62%	FY17: Grade 5: 57% Grade 8: 60%	FY18: Grade 5: 55% Grade 8: 37%	FY19 Targets: Grade 5: 58% Grade 8: 40%
<u>Performance Measure 21:</u> Percent of students scoring at Level 2 or higher on Social Studies portion of GA Milestones EOG Test	FY15 Baseline: Grade 5: 67% Grade 8: 66%	FY16: Grade 5: 67% Grade 8: 72%	FY17: Grade 5: 62% Grade 8: 71%	FY18: Grade 5: 66% Grade 8: 67%	FY19 Targets: Grade 5: 69% Grade 8: 70%

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**Initiative: High Quality Instruction, Balanced Assessment System & High Expectations through Standards-based Classroom Practices**

<i>Action Step</i>	<i>Responsible Parties</i>	<i>Start &amp; End Dates</i>	<i>Resources</i>	<i>Artifacts</i>
1. Continually review and adjust curriculum maps and pacing guides for all grade levels in all content areas	<ul style="list-style-type: none"> <li>Director of Curriculum and Instruction</li> <li>Principals</li> <li>Assistant Principals</li> <li>Teacher-Leaders</li> </ul>	August 2014 – May 2019	<ul style="list-style-type: none"> <li>GPS / GSE</li> <li>GaDOE Frameworks</li> <li>Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li>Pacing guides</li> <li>Curriculum Maps</li> <li>Planning Calendars</li> </ul>
2. Continue formative and summative assessment measures to assist teachers in adjusting instruction	<ul style="list-style-type: none"> <li>Director of Curriculum and Instruction</li> <li>Principals</li> <li>Assistant Principals</li> <li>Teacher-Leaders</li> </ul>	August 2014 – May 2019	<ul style="list-style-type: none"> <li>GPS / GSE</li> <li>Blueprints for Assessment</li> <li>Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li>Benchmark Assessments</li> <li>Common Formative Assessments</li> </ul>
3. Develop in-school remediation and enrichment programs based on ongoing summative and formative assessment data	<ul style="list-style-type: none"> <li>Director of Curriculum and Instruction</li> <li>Principals</li> <li>Assistant Principals</li> <li>Teacher-Leaders</li> </ul>	August 2014 – May 2019	<ul style="list-style-type: none"> <li>Current Benchmark Assessments</li> <li>Common Formative Assessments</li> <li>System Technical Assistance</li> <li>EIP / REP Guidelines</li> <li>Professional Learning – Data Analysis, Assessment Literacy</li> <li>Software (Renaissance Learning, <i>Unify</i>, SLDS)</li> </ul>	<ul style="list-style-type: none"> <li>Master Schedules</li> <li>Annotated Lesson Plans</li> <li>TKES TAPS Standards 5 &amp; 6 Summary Reports</li> </ul>
4. Provide differentiated lessons and utilize multiple teaching strategies and best practices to meet the needs of diverse learners	<ul style="list-style-type: none"> <li>Director of Curriculum and Instruction</li> <li>Principals</li> <li>Assistant Principals</li> <li>Teacher-Leaders</li> </ul>	August 2014 – May 2019	<ul style="list-style-type: none"> <li><i>Unify</i></li> <li><i>SLDS</i></li> <li><i>Renaissance Learning</i></li> <li>Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li>Master Schedules</li> <li>Annotated Lesson Plans</li> <li>TKES TAPS Standards 3 &amp; 4 Summary Scores</li> </ul>
5. Implement structured, evidence-based reading, writing, and mathematics programs to support student achievement	<ul style="list-style-type: none"> <li>Director of Curriculum and Instruction</li> <li>Director of Student Services</li> <li>Principals</li> <li>Assistant Principals</li> <li>Teachers</li> </ul>	August 2018 – May 2019	<ul style="list-style-type: none"> <li><i>Saxon Math</i> (K-3 &amp; 4-5 EIP)</li> <li><i>Saxon Phonics</i> (K-2)</li> <li><i>Reading Mastery</i></li> <li><i>Thinking Maps</i></li> <li><i>Traits of Writing</i></li> </ul>	<ul style="list-style-type: none"> <li>Annotated Lesson Plans</li> <li>State Assessment Data</li> </ul>

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<b>Performance Objective II: To provide equitable opportunities and access to instruction for all students</b>					
<u>Performance Measure 1:</u> System & school level equity reports submitted to central office by June	FY15 Baseline: Yes	FY16: Yes	FY17: Yes	FY18: Yes	FY19 Target: Yes
<u>Performance Measure 2:</u> Percent of graduates completing a career, advanced academics, fine arts, or foreign language pathway	FY15 Baseline: 64.83%	FY16: 69.30%	FY17: 77.93%	FY18: 75.93%	FY19 Target: 80%
<u>Performance Measure 3:</u> Percent of gifted referrals	FY15 Baseline: 8.97%	FY16: 6.10%	FY17: 5.87%	FY18: 6.70%	FY19 Target: 50%
<u>Performance Measure 4:</u> Percent of K-8 English Learners with positive movement from one Performance Band to a higher Performance Band as measured by ACCESS for ELLs	FY15 Baseline: 91.30% K-5 NA 6-8	FY16: 86.96% K-5 NA 6-8	FY17: <i>CCRPI data to arrive in fall</i> K-5 NA 6-8	FY18: 70.37% K-5 NA 6-8	FY19 Targets: 50% K-5 NA 6-8
<u>Performance Measure 5:</u> Percent of students evaluated for special services within 60 days of receiving parental consent	FY15 Baseline: 100%	FY16: 100%	FY17: 100%	FY18: 100%	FY19 Target: 100%

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<b>Initiative: Equity and Access</b>				
<i>Action Step</i>	<i>Responsible Parties</i>	<i>Start &amp; End Dates</i>	<i>Resources</i>	<i>Artifacts</i>
1. Utilizing school-level equity plans, monitor teacher assignment, flexible groups, and teacher participation in professional learning	<ul style="list-style-type: none"> <li>Director of Curriculum and Instruction</li> <li>Principals</li> <li>Teachers</li> </ul>	August 2014 – May 2019	<ul style="list-style-type: none"> <li>System Equity Plan</li> </ul>	<ul style="list-style-type: none"> <li>Equity Reports</li> <li>Master Schedules</li> <li>Assessment Reports</li> <li>Sign-in Sheets &amp; Agendas</li> <li>Lesson Plans</li> </ul>
2. Continue collaborative planning of MAC, TMMS, and THS teachers	<ul style="list-style-type: none"> <li>Director of Curriculum and Instruction</li> <li>Principals</li> <li>Teachers</li> <li>Director of Human Resources</li> </ul>	August 2014 – May 2019	<ul style="list-style-type: none"> <li>Master Schedules</li> <li>System Title II-A Technical Assistance</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative Planning Schedule</li> <li>Sign-In Sheets from Collaborative Planning Sessions</li> </ul>
3. Expand gifted models, Advanced Placement program, and career pathway courses	<ul style="list-style-type: none"> <li>Director of Curriculum and Instruction</li> <li>CTAE Director</li> <li>THS Principal &amp; AP</li> <li>TMMS and THS Counselors</li> <li>Teachers</li> </ul>	August 2014 – May 2019	<ul style="list-style-type: none"> <li>Gifted Manual</li> <li>Title II-A AP Teacher Training Grant</li> <li>THS Course of Study</li> <li>Teachers as Advisors Program</li> <li>Student Ambassadors</li> <li>CTAE Showcase for Rising Freshmen</li> <li>High School Credit Courses at TMMS</li> </ul>	<ul style="list-style-type: none"> <li>Gifted Referral Percent</li> <li>Individual Graduation Plans</li> <li>Scheduling Requests</li> <li>CCRPI Pathway Completers</li> </ul>
4. Re-distribute exceptional services staff to offer a more wide-range of services	<ul style="list-style-type: none"> <li>Director of Student Services</li> <li>Lead Teacher Coordinator</li> <li>Special Education Lead Teachers</li> <li>Principals</li> <li>HR Director</li> <li>Director of Curriculum &amp; Instruction</li> </ul>	August 2014 – May 2019	<ul style="list-style-type: none"> <li>Personnel Allotments</li> <li>FTE Reports</li> <li>Student IEPs</li> <li><i>Odysseyware</i></li> </ul>	<ul style="list-style-type: none"> <li>Master Schedules with Class Sizes</li> </ul>

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<b>Initiative: Equity and Access</b>				
<i>Action Step</i>	<i>Responsible Parties</i>	<i>Start &amp; End Dates</i>	<i>Resources</i>	<i>Artifacts</i>
5. Annually present school level training on identification of gifted students and strategies for assisting English learners in accessing the general curriculum	<ul style="list-style-type: none"> <li>• Director of Student Services</li> <li>• Lead Teacher Coordinator</li> <li>• Principals</li> <li>• EL Teachers</li> <li>• Gifted Specialists</li> </ul>	August 2014 – May 2019	<ul style="list-style-type: none"> <li>• Title II-A Funds for Gifted Endorsement Training</li> <li>• Training Materials (Gifted v. Bright Student Characteristics)</li> <li>• WIDA Can Do Descriptors</li> <li>• TESOL Conference Strategies for Teaching Academic Vocabulary</li> <li>• Flexible Schedules for Acceleration/Talent Development</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets &amp; Agendas</li> </ul>
6. Conduct monthly meetings with Student Services staff to review data, compliance, and procedures	<ul style="list-style-type: none"> <li>• Director of Student Services</li> <li>• Lead Teacher Coordinator</li> <li>• Lead Special Education Teachers</li> <li>• Nurses</li> <li>• Guidance Counselors</li> <li>• EL Teachers</li> <li>• Gifted Specialists</li> </ul>	August 2014 – May 2019	<ul style="list-style-type: none"> <li>• IDEA Regulations</li> <li>• GaDOE and Local Gifted Manual</li> <li>• SBOE and LBOE Policies and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets &amp; Agendas</li> </ul>
Refine pre-referral interventions and Special Education procedural manual	<ul style="list-style-type: none"> <li>• Director of Student Services</li> <li>• Lead Teacher Coordinator</li> </ul>	February 2017 – May 2019	<ul style="list-style-type: none"> <li>• GaDOE Guiding Questions within DIP</li> <li>• <i>SLDS</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sign-in Sheets &amp; Agendas</li> <li>• Procedural Manual</li> </ul>
7. Integrate foreign language, STEM, and fine arts opportunities within the general curriculum	<ul style="list-style-type: none"> <li>• Director of Curriculum and Instruction</li> <li>• Principals</li> <li>• Assistant Principals</li> <li>• Teachers</li> <li>• Computer Lab Paraprofessionals</li> </ul>	August 2018 – May 2019	<ul style="list-style-type: none"> <li>• GaDOE STEM Specialist</li> <li>• Professional Learning</li> <li>• <i>Rosetta Stone</i></li> <li>• School-within-a-School at TMMS</li> </ul>	<ul style="list-style-type: none"> <li>• Master Schedules</li> <li>• Student Course Requests</li> <li>• Student Projects</li> </ul>