

	<p>3. Develop and deliver flexible formative assessments in all core content areas for monitoring student progress and adjusting instruction to meet individual student learning needs. (S)</p>	<p>Plan common formative and summative items on assessments through collaborative data teams.</p>	<p>Collaborative team planning log; Presence of shared assessment items</p>	<p>Teachers and administration</p>	<p>Protected Collaboration Wednesdays</p>	<p>Needs work – add CTLS fall 2016</p>	<p>IP</p>
	<p>4. Align critical professional learning by grade level/content area and ensure access for all teachers. (AD)</p>	<p>Provide two release days for the use of data to write differentiated plans as well as write common assessment items.</p> <p>Provide weekly collaborative planning and administrative leadership and learning meetings to grade level, subject area teachers.</p>	<p>Data Team logs</p> <p>TKES observations</p> <p>Student data (EOG, SLO's, attendance, etc.)</p>	<p>All faculty members</p>	<p>Monday Clusters</p> <p>SFSD funding for planning</p> <p>Grant Funds</p>	<p>Successful</p>	<p>M</p> <p>M</p> <p>M</p>
	<p>5. Increase percentage of students reading on grade level. (S) <i>(Based on CCRPI 2014 Reading Scores)</i></p>	<p>Integrate the reading program in grades 6-8 focusing on reading strategies specific to the subject areas. Use STEAM question to reach all areas of study.</p> <p>Identify students by name who are not reading on grade level.</p> <p>Provide Rti and other strategies such as Extended Day tutoring for students as risk for failure or not reading on grade level.</p> <p>Administer universal screener in both math and reading to better monitor and advance each student's individual performance and progress</p>	<p>EOG/ Milestone Reading</p> <p>CCRPI Reading</p> <p>Existing data (attendance records, testing history, placed/retained lists, Rti, Sp Ed, and etc.)</p> <p>Universal Screeners</p>	<p>All faculty members</p>	<p>Protected Collaboration Wednesdays</p> <p>Training for Universal Screeners</p>	<p>Successful start</p> <p>Excellent start</p> <p>Rti continues to improve</p> <p>Administered but needs work for use to drive instruction</p>	<p>Ip</p> <p>IP</p> <p>IP</p> <p>IP</p>

	<p>6. Increase percentage of student performance in math/algebra at every grade level. (S) (Based on CCRPI ES-MS Math & HS Algebra Scores)</p>	<p>Increase the number of students being served in advanced math courses.</p> <p>Increase the number of students invited to Extended Day.</p> <p>Use common constructive response assessment items on class activities and assessments.</p> <p>Use universal screeners to identify students in need of reading and math support.</p> <p>Use Collaborative Data Teams to identify students needing remediation or additional help in all subject areas focusing on reading in the content area and math computation/application.</p>	<p>Scheduled students;</p> <p>EOG/ Milestone Math</p> <p>Review of shared assessment items</p> <p>Data Team Logs</p>	<p>Math teachers and administration</p>	<p>Protected Collaboration Wednesdays</p>	<p>Waiting on all data</p> <p>Yes</p> <p>Needs improvement</p> <p>Yes (use needs improvement)</p> <p>Successful</p>	<p>IP</p> <p>M</p> <p>IP</p> <p>IP</p> <p>IP</p>
	<p>7. Increase number of students academically completing every grade.(S)</p>	<p>Identify (early) at-risk students through the RtI process and the collaborative data team process.</p> <p>Monitor and provide interventions for students at risk for failing on not showing growth in area of concern.</p>	<p>Scheduled RtI Meetings/School Calendar;</p> <p>Data Digs</p> <p>Quarterly grade analysis;</p> <p>Decrease in overall placed rate</p>	<p>All faculty members</p>	<p>Monday Clusters</p> <p>Rti Data</p>	<p>Successful</p> <p>Successful</p>	<p>M (will continue)</p> <p>M</p>

	<p>8. Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue long-range goals specific to Dickerson:</p> <ol style="list-style-type: none"> Continued use of Olweus program (DMS Challenge class) Initiate 5 Year implementation of a STEAM initiative Continued use of the PBIS/Fresh Air Fridays program Watch for attendance issues 	<p>Meeting with district staff; Stakeholder survey data; Two new connections courses (Yearbook and Sound Engineering) Designated STEAM staff leader; attendance data</p>	<p>All faculty members PPO data L & L</p>	<p>SFSD funds Grant funding District support for STEAM leader</p>	<p>Successful Year one successful Successful Ongoing</p>	<p>IP – Will add official PBIS fall 2016 IP IP IP</p>
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Long Range Board Goal 2: *Differentiate resources for students based on needs.*

<p><i>District Focus Areas and Priorities 2016-2019</i></p>		<p>2015-16 Aligned Actions and Measurements (Due June 30, 2015)</p>					<p><u>Focus Priority Status:</u> NM = Not Met IP = In Progress M = Met</p>
<p><u>Focus Area:</u></p>	<p><u>Focus Priorities:</u> (Based on priorities identified by IE², AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)</p>	<p><u>Key Actions:</u> (List as many actions as needed in each box.) the</p>	<p><u>Measured by:</u> (Formative and/or Summative)</p>	<p><u>Owner(s):</u></p>	<p><u>Resources Needed:</u></p>	<p><u>Results Of Key Actions:</u> (Due June 15, 2016)</p>	
<p>Differentiate resources for students based on needs.</p>	<p>Identify local school innovations through system flexibility to increase student achievement. (IE²)</p>	<p>Initiate STEAM concept</p> <p>Send teachers to appropriate STEAM conventions such as the STEAM3 conference.</p> <p>Add technology connection course offered to support the STEAM initiative</p>	<p>Number of students participating in STEAM course</p>		<p>Maintain allotments provided in 2015-2016</p> <p>SFSD funds</p> <p>Grants</p>	<p>Lost an allotment that was earned</p> <p>Successful</p>	<p>NM</p> <p>IP</p>

	Divisionally support local school innovations identified through system flexibility for increasing student achievement. (IE²)	N/A	N/A	N/A	N/A	N/A	
	Provide targeted resources for students: 1. not reading on grade level (Lexile) 2. unsuccessful in Math/Algebra (Based on 2014 CCRPI Math/Algebra scores) 3. not on-track for graduation (S)	<p>Provide direct reading instruction through SpEd and Rtl strategies, extended day offered, differentiated reading courses; Reality U for 8th grade reading students</p> <p>Provide direct math instruction through SpEd and Rtl strategies, extended day offered, differentiated math courses offered and varied support through the counseling department including the 8th Grade Reality U</p> <p>Renovate the extended day program to reflect motivating and effective instruction</p>	<p>1. EOG, quarterly grade analysis and attendance in extended day, 8th grade participation</p> <p>2. EOG, quarterly grade analysis and attendance in extended day.</p> <p>3. Promotion rates and counselor data</p>	All teachers, Administrators and counselors	20 Day Funds Monday Cluster IE ² application	Successful Successful Successful	IP IP IP
	Identify and provide resources to increase opportunities for advanced, on-level, and remedial students to earn initial credit, embedded credit, dual credit, recovered credit, distance learning, and certifications in areas of student interest. (AD)	<p>Acquire a semester course number for high school art to provide students half credit for the art course.</p> <p>Acquire a high school course number for 8th grade band and orchestra.</p> <p>Explore extending the concept of 0 hour course to be housed/located at DMS</p>	Addition of these courses to the master schedule by Fall 2016.	1. Art, music teacher and administration. 2. District 3. Walton	District support; 1. Course numbers 2. Funding by District for 0 hour courses.	Ongoing Ongoing No	IP IP NM
	Other: (Priorities specific to school, division, or area. Can be multiple.)	Initiate STEAM 5 Year implementation	Tiered phase in approach to STEAM	Dickerson Staff	L & L Community	Successful start	IP

Long Range Board Goal 3: *Develop stakeholder involvement to promote student success.*

<i>District Focus Areas and Priorities 2016-2019</i>		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					<i>Focus Priority</i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvEd, Superintendent-S, and Academic Division-AD)	<u>Key Actions:</u> (List as many actions as needed in each box.)	<u>Measured by:</u> (Formative and/or Summative)	<u>Owner(s):</u>	<u>Resources Needed:</u>	<u>Results of Key Actions:</u> (Due June 15, 2016)	<u>Status:</u> NM = Not Met IP = In Progress M = Met
Develop stakeholder involvement to promote student success.	Seek and evaluate stakeholder input for critical processes. (AdvED)	Review and Respond to stakeholder survey data to implement initiatives based on student, staff and community input.	Attendance and minutes from meetings	Dickerson community	Survey Data	Successful	IP
			Stakeholder survey data			Successful	IP
			School Council Agendas			Successful	IP
			Staff and admin team agendas			Successful	IP
			TKES/LKES survey data			Successful	IP

	<p>Other: (Priorities specific to school, division, or area. Can be multiple.)</p>	<p>Continue implementation of Olweus program (DMS Challenge class)</p> <p>Initiate 5 Year implementation of a STEAM initiative – including repurposing several instructional areas to be more conducive to updated learning environments including computer labs and refurbishing the old Home Ec classroom to a state of the art Sound Engineering classroom.</p> <p>Continue use of the PBIS/Fresh Air Fridays program</p> <p>Communicate new attendance regulations to parents and staff</p> <p>*Increase Parent Engagement</p>	<p>Olweus Survey results; student and parent survey results; eblasts, letters, conference week</p> <p>Monthly Parent Presentations</p>	<p>Dickerson Administration ; Dickerson Teachers, Dickerson community</p> <p>Dickerson Admin, PTSA and Counselors</p>	<p>Olweus Surveys from P & I office; Advanced Ed survey results, documentation of parent communication</p> <p>Guest Speakers</p>	<p>Successful</p>	<p>IP- will add State approve PBIS fall 2016</p> <p>*Add Parent Engagement as an official element</p> <p>IP</p>
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Long Range Board Goal 4: ***Recruit, hire, support and retain employees for the highest level of excellence.***

<i>District Focus Areas and Priorities 2016-2019</i>		2015-16 Aligned Actions and Measurements (Due June 30, 2015)					<i>Focus Priority Status:</i>
<u>Focus Area:</u>	<u>Focus Priorities:</u> (Based on priorities identified by IE ² , AdvancEd-AdvED, Superintendent-S, and Academic Division-AD)	Key Actions: (List as many actions as needed in each box.)	Measured by: (Formative and/or Summative)	Owner(s):	Resources Needed:	Results of Key Actions: (Due June 15, 2016)	NM = Not Met IP = In Progress M = Met
Recruit, hire...	Seek and hire teachers who meet the qualifications for a highly effective teacher. (IE²)	Create interview questions designed to not only hire but retain special education teachers Conduct exit interviews, where applicable, to determine improved supports to retain teachers.	Interview questions based on TKES with the addition of a three year commitment question	Principal	STAR HR	Success Only need AP to be hired	IP
	Seek and hire school administrators who meet the qualifications for a highly effective school leader and who are best suited for the school's environment. (IE²)	N/A	N/A	N/A	N/A	N/A	
Support and retain employees for highest levels of excellence.	Support local school teachers and leaders to improve retention rate. (IE²) (S)	Establish a mentor/mentee program. Increase number of teachers gifted endorsed.	Mentor/mentee agendas Number of teachers enrolled in the gifted course	Administration and assigned mentor teachers	SFSD, Book – Dealing with Difficult Parents	Success	M (but will continue so IP) M

	Ensure that teachers are highly trained in the standards, learning engagement strategies, formative assessments, and student progress monitoring. (AD)	Schedule Monday clusters to focus on data driven instruction Utilize district level support personnel as needed to assist in training teachers and administration	Calendar Agenda Data Logs 2 Visits to Admin team during 2015/16 SY	Administration	District personnel	Success	M
	Fully implement and evaluate state system of teacher and leaders evaluation (TKES and LKES) .	N/A	N/A	N/A	N/A	N/A	
	Use results of TKES and LKES to improve professional performance (IE²)	Reflect and respond upon building trends based on TKES/LKES data.	Student survey results; Formative and Summative Assessments TKES Orientation TKES Mid-Year and Summative Conferences TKES/LKES survey results	Administration and staff	None	Success Add CTLS fall 2016	M IP M M M
	Other: (Specific to school, division, or area. Can be more than one.)						

Key Trend Data

Indicator	2012	2013	2014	2015	2014 District Mean
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					Elem.	Middle	High
4-Year Graduation Rate (Data Source: CCRPI)					N/A	N/A	78.2%
5-Year Graduation Rate (D.S: CCRPI)					N/A	N/A	78.8%
Lexile Levels 5th grade (D.S.: CCRPI)					75%	N/A	N/A
Lexile Levels 8th grade (D.S.: CCRPI)	96.6	97.0	97.5		N/A	82%	N/A
Lexile Levels 11th grade (D.S: CCRPI)					N/A	N/A	56.4%
On-Track for Graduation (CCRPI)	93.9	89.1	75.4	FEB	90%	88%	78%
Career (# 10 CCRPI) Ready	87.5	100	100		93.6%	99.2%	55.0%
Advanced Academics	63% (see attached)	68% (see attached)	68% (see attached)		15%	40%	50%
Stakeholder Satisfaction (Annual AdvancED Survey)	N/A	N/A	D1: 80% D2:79% D3:74% D4: 74% D5: 75% ** See below		89%	76%	73%
CCRPI Score	96.3	96.2	92		73	81	76
Iowa Reading Grade 3					69%	N/A	N/A
Iowa Reading Grade 7	N/A	85.9	88		N/A	60%	N/A

Middle School Level Calculation Guide

Indicator	Description	Numerator	Denominator	Details and Data Sources
Lexile Levels Middle Schools	Percent of students in grade 6, 7, 8 achieving a Lexile measure greater than or equal to the following on the EOG: grade 6: 917, grade 7: 984, grade 8: 1050	Students scoring a Lexile measure ≥ 917 (6th) ≥ 984 (7th) ≥ 1050 (8th)	Students with a valid Lexile score on the EOG	Data for this element is extracted from the EOG data file and include students with valid scores.
On-Track for Graduation	Percent of students in grade 8 passing at least four courses in core content areas (ELA, Math, Science, Social Studies, and World Language)	Unduplicated count of grade 8 students passing courses in four core content areas (ELA, Math, Science, Social Studies, and World Language)	Total enrollment in grade 8	Data extracted from Synergy Gradebook
Career Ready	Percent of students with a complete state-defined Individual Graduation Plan by the end of grade 8	Unduplicated count of students in grade 8 with a complete IGP	Total enrollment in grade 8	Will be collected via Student Records
Advanced Academics	Percent of students enrolled in Middle School AC classes	Unduplicated count of students in grades 6-8 enrolled in Middle School AC classes	Total Enrollment of grades 6-8	Course information in Synergy
Stakeholder Satisfaction	Aggregate of all positive responses to all items included on the AdvancEd surveys (parents, students, staff)	Number of positive ("Strongly Agree" and "Agree") responses on the AdvancEd surveys	Total number of responses excluding "No Answer" or "No Basis to Judge"	School Improvement Survey Report, Page 2 - Provided by the Office of Accountability
Iowa Reading Grade 7	Percentage of students in grade 7, scoring on-grade level in reading	Number of 7 th grade students scoring on-grading in reading	Number of 7 th grade students with a valid test score in reading	Riverside Data Manager
CCRPI	State accountability system whereby Georgia schools earn up to 100 points, based on required performance measurements	NA	NA	Georgia DOE

***AC Data for 2012/13, 2013/14 and 2015/15 School Years at DMS.**

AC DATA

Year	Grade	Student Count	No AC	AC
2014-15	6 th	420	200	220
	7 th	407	156	251
	8 th	426	47	379
	Total	1253	403 (32%)	580 (68%)
2013-14	6 th	402	177	225
	7 th	430	164	266
	8 th	406	54	352
	Total	1238	395 (32%)	843 (68%)
2012-13	6 th	410	193	217
	7 th	398	181	217
	8 th	402	69	333
	Total	1210	443 (37%)	767 (63%)

****ADVANCED SURVEY DATA**

D1 PURPOSE AND DIRECTION

	Total Excluding "Not Applicable"	Total "Strongly Agree" and "Agree"	% "Strongly Agree" and "Agree"
STAFF	371	365	98%
STUDENTS	6,065	4,798	79%
PARENTS	1,211	967	80%
TOTAL	7647	6130	80%

D2 GOVERNANCE AND LEADERSHIP

	Total Excluding "Not Applicable"	Total "Strongly Agree" and "Agree"	% "Strongly Agree" and "Agree"
STAFF	740	704	95%
STUDENTS	3,639	2,725	75%
PARENTS	2,414	1,937	80%
TOTAL	6793	5366	79%

D3 TEACHING AND ASSESSING FOR LEARNING

	Total Excluding "Not Applicable"	Total "Strongly Agree" and "Agree"	% "Strongly Agree" and "Agree"
STAFF	1,465	1,365	93%
STUDENTS	16,878	12,261	73%
PARENTS	5,631	4,140	74%
TOTAL	23,974	17,766	74%

D4 RESOURCES AND SUPPORT SYSTEMS

	Total Excluding "Not Applicable"	Total "Strongly Agree" and "Agree"	% "Strongly Agree" and "Agree"
STAFF	810	787	97%
STUDENTS	8,406	5,731	68%
PARENTS	3,607	2,949	82%
TOTAL	12823	9467	74%

D5 USING RESULTS FOR CONTINUOUS IMPROVEMENT

	Total Excluding "Not Applicable"	Total "Strongly Agree" and "Agree"	% "Strongly Agree" and "Agree"

STAFF	512	494	96%
STUDENTS	3,579	2,504	70%
PARENTS	1,198	960	80%
TOTAL	5289	3958	75%

6th ELA		6th Math		6th Social Studies		6th Science	
Dickerson	85.4	Dodgen	86	Dickerson	82.7	Dickerson	79.2
Dodgen	82.3	Dickerson	84.7	Hightower Trail	74.9	Dodgen	77.4
Hightower Trail	78.2	Mabry	70.6	Dodgen	65.9	Hightower Trail	74.7
Mabry	72.4	Hightower Trail	70.3	Simpson	58.8	Lost Mountain	68
Simpson	71.2	Lost Mountain	68.6	Mabry	57	Mabry	64.9
Durham	70	Durham	61.8	Lost Mountain	53.4	McClure	61.4
Lost Mountain	65.8	McClure	60.2	Daniell	51.7	Simpson	59.5
Lovinggood	62.4	Lovinggood	58	Durham	49.1	Lovinggood	54.6
McClure	61.4	Simpson	54.7	Lovinggood	47	Durham	52
McCleskey	57.8	Pine Mountain	47.7	Awtrey	44.7	McCleskey	51.4
7th ELA		7th Math		7th Social Studies		7th Science	
Dickerson	85	Dickerson	81.3	Dickerson	72.3	Dickerson	69.5
Dodgen	80.2	Dodgen	79.1	Hightower Trail	68.2	Hightower Trail	68.4
Hightower Trail	76.6	Hightower Trail	73.2	Lost Mountain	66.5	Mabry	67.8
Mabry	71.4	Simpson	70.1	Dodgen	66.1	Dodgen	62.9
Simpson	71.1	McClure	69.3	Mabry	63.2	Simpson	60.5
Lost Mountain	67.4	Mabry	67.9	McClure	62	Lovinggood	57.6
Durham	65.6	Lost Mountain	62.8	Simpson	60.5	McClure	57.3
Lovinggood	63.1	Durham	60.5	McClure	59.3	Lost Mountain	53.3
McClure	60.6	Lovinggood	56.3	Lovinggood	58	Durham	51.5
McCleskey	54.5	McCleskey	51.1	Durham	50.8	McCleskey	49.1
8th ELA		8th Math		8th Social Studies		8th Science	
Dickerson	82	Dodgen	87.8	Hightower Trail	70.4	Dodgen	77
Dodgen	78.7	Hightower Trail	84.6	Dodgen	70.2	Hightower Trail	74.4
Hightower Trail	77.9	Dickerson	83	Dickerson	66.2	Dickerson	74.2
Mabry	74.4	Mabry	74.1	McClure	55.6	Mabry	72.7

Lost Mountain	69.4	McClure	67.2	McCleskey	55.3	McCleskey	64.4
Simpson	68.7	Lost Mountain	66.9	Mabry	54.5	Simpson	57.6
Durham	61.1	Simpson	61.2	Durham	51.8	Lost Mountain	51.4
McCleskey	60.3	McCleskey	56.2	Lost Mountain	46.3	Lovinggood	42.9
McClure	57.5	Durham	55.9	Simpson	44	Palmer	42.6
Lovinggood	55.9	Awtrey	51.1	Daniell	42	Daniell	39.9