

2017-2018 Plan for Continuous Improvement

2017-2018

Plan for Continuous Improvement



Camden County Schools

Superintendent's Message

Schools are doing wonderful things in Camden County. Our students routinely surpass expectations because of the efforts of our teachers and those who support them. Every employee in Camden County contributes to a highly effective school system we can be proud of but we must remember, the adage *"If you aren't moving ahead you're falling behind"* is brutally truthful in education. The responsibility we share as a community to ensure students reach higher and achieve more dictates a relentless approach to improvement. Fortunately, our pursuit of continuous improvement in Camden County requires evolutionary rather than revolutionary change because teachers have proven their will and competence time and time again to help students succeed. I hope the entire community will join us in efforts to develop and implement strategies that continue to improve student achievement and success.

Support for greater gains is dependent on community confidence that overshadows pessimism and surpasses even the highest expectations. Demonstrating unity and a singleness of purpose among those associated with education in Camden County will reassure parents that the development and growth of their child supersedes all other pursuits. Adopting a unified process for continuous improvement will illustrate a strategic method for identifying critical issues that hinder student success, strategies that yield results for children, and a plan for implementation that keeps stakeholders involved.

As superintendent I pledge to work every day so that every child fortunate enough to pass through the halls of Camden County Schools will be motivated, challenged and inspired to reach their maximum potential.

William C. Hardin

Superintendent of Schools



Plan For Continuous Improvement

BOARD OF EDUCATION

District 1

Jason Chance

District 2

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Chairman

District 3

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District 5

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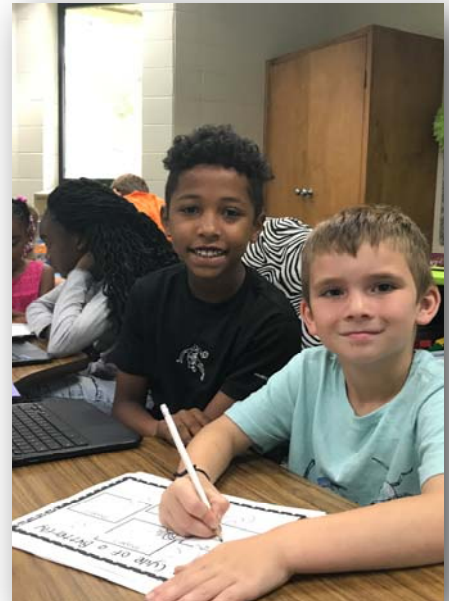
Dr. William C. Hardin

Vision

The Camden County School System graduates all students prepared to achieve lifelong goals and to contribute to society.

Mission

We will ensure educational excellence in a safe and nurturing environment where all students reach their potential and become productive citizens.



Core Beliefs

- Everyone can learn.
- Education is a major building block for success.
- Education is the shared responsibility of the school system, students, parents, and community.
- Accountability is essential and applies to everyone.
- Everyone deserves a safe, learning environment.
- Strength comes from diversity of people, resources, and programs.
- Effective operations ensure a quality environment.
- Students have the right to a highly qualified, motivated, and talented teacher who holds high expectations.
- Progress comes from willingness to change.

Five Focus Areas

Focus Area 1

High Academic Achievement

Raise the academic challenge and performance of each student

Focus Area 2

Quality Teachers, Administrators, and Staff

Ensure quality personnel in all positions.

Focus Area 3

Supportive Learning Environments

Provide clean, safe, orderly environments that support learning.

Focus Area 4

Effective, Efficient Operations

Develop and manage material resources to maximize student achievement.

Focus Area 5

Strong Parental & Community Support

Increase stakeholder understanding, trust and support of schools.



There is a brilliant child locked inside every student.

Marva Collins
Educator, Author

These five areas represent the primary goals of effective schools. Camden County Schools must continuously examine the needs of our students revealed by data, affirm priorities of our community, and comply with applicable standards as we develop objectives and strategies to ensure every student achieves their fullest intellectual, personal, and social potential. This publication illustrates our approach to continuous improvement and planning for success and provides an overview of comprehensive goals, objectives, and strategies that will steer our collective efforts to provide educational excellence to children in Camden County Schools.

Focus Area 1

High Academic Achievement

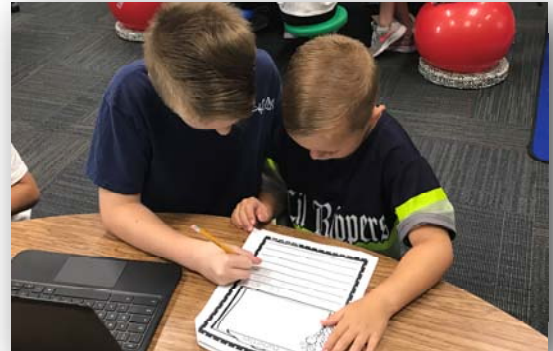
Raise the Academic Challenge and Performance of Each Student

Critical Issues

- The FY17 GMAS performance revealed that more than 49% of students in grades 3-12 are performing below the proficient performance level on the ELA EOG/EOC.
- The FY17 GMAS performance revealed that approx. 45% of students in grades 3-12 are performing below the proficient performance level on the Math EOG/EOC.
- The FY17 GMAS performance revealed that approx. 50% of students in grades 3-12 are performing below the proficient performance level on the Social Studies EOG/EOC.

Goals for Performance

- Mastery of essential knowledge and skills by all students
- Graduation of all students from high school
- Alignment of all support functions to achieve high performance
- Rigorous, relevant curriculum that exceeds state and national expectations
- Eliminate achievement gaps among all students



Objectives

Measures

Department

To increase the percentage of students in grades 3-12 meeting proficient or higher on the GMAS ELA EOG/EOC from 49.8 to 52.8 (ES), 46.3 to 49.3 (MS), & 58 To 61 (HS)	FY18 GMAS EOG/EOC ELA	Central Office
To increase the percentage of students in grades 3-12 meeting proficient or higher on the GMAS Math EOG/EOC from 60.8 to 63.8 (ES), 46.59 to 49.59 (MS), & 52 To 55 (HS)	FY17 GMAS Math EOG/EOC	Central Office
To increase Math GMAS performance at the elementary (53% to 56%), middle (43% to 46%), and high school (56.5% to 59.5%) levels.	FY18 GMAS Social Studies EOG/EOC	Central Office

Focus Area 1

High Academic Achievement

Raise the Academic Challenge and Performance of Each Student

Goals for Performance

- Mastery of essential knowledge and skills by all students
- Graduation of all students from high school
- Alignment of all support functions to achieve high performance
- Rigorous, relevant curriculum that exceeds state and national expectations

Critical Issues

- The 2017 EOC data revealed that 53% of students scored at the Proficient or Distinguished Level on the Analytic Geometry EOC.
- The 2017 Georgia Milestones Assessment System EOG data revealed that 45.46% students in grades 6-8 scored at the proficient and distinguished levels in English Language Arts.
- The 2017 Georgia Milestones Assessment System EOG data revealed that 45.3% students in grades 6-8 scored at the proficient and distinguished levels in math.
- The 2017 GMAS EOG revealed that 55% of students in grades 3-5 scored at the proficient and or distinguished levels in ELA.



Objectives

Measures

Department

To increase the percentage of students performing at proficient and distinguished learner levels in Analytic Geometry on the EOC by 3% from 53% to 56%. Results 59%	FY 18 EOC Data	Camden County High School
To increase the percentage of students performing at the proficient and distinguished levels in Ninth Grade Literature by 3% from 60% to 63%. Results 61%	2017-18 Ninth Grade Literature EOC Data	Camden County High School
The 2017 Georgia Milestones Assessment System EOG data revealed that 45.3% students in grades 6-8 scored at the proficient and distinguished levels in math.	2018 Georgia Milestones ELA EOG	Camden Middle School
To increase the percentage of distinguished learners by 3% from 11% to 14% of students scoring level 4.	2018 ELA GMAS EOG	Camden Middle School

Focus Area 1

High Academic Achievement

Raise the Academic Challenge and Performance of Each Student

Critical Issues

- The 2017 GMAS EOG revealed that 55% of students in grades 3-5 scored at the proficient and or distinguished levels in ELA.
- The 2017 GMAS EOG revealed that 62.33% of students in grades 3-5 scored at the proficient and or distinguished levels in Math.
- The 2017 GMAS EOG revealed that 41% of students in grades 3-5 scored at the proficient and or distinguished levels in Social Studies.
- The 2017 GMAS data revealed that 54% of all students in grades 3-5 are performing at the proficient and distinguished performance level on the ELA EOG.

Goals for Performance

- Mastery of essential knowledge and skills by all students
- Graduation of all students from high school
- Alignment of all support functions to achieve high performance
- Rigorous, relevant curriculum that exceeds state and national expectations
- Eliminate achievement gaps among all students



Objectives

Measures

Department

To increase the percent of students scoring at the proficient and distinguished learner levels on the 2018 ELA GMAS EOG from 55% to 58%. 0.8%.	2018 ELA GMAS EOG	Crooked River Elementary
To increase the percent of students scoring at the proficient and distinguished learner levels on the 2018 Math GMAS EOG from 62.33% to 65.33% .	2018 ELA GMAS EOG	Crooked River Elementary
To increase the percent of students scoring at the proficient and distinguished learner levels on the 2018 Social Studies GMAS EOG from 41% to 44% .	2018 GMAS EOG	Crooked River Elementary
To increase the percentage of students scoring at the proficient and distinguished performance levels in ELA on the 2018 EOG from 54% to 57%;	2018 GMAS ELA	David L. Rainer Elementary

Focus Area 1

High Academic Achievement

Raise the Academic Challenge and Performance of Each Student

Critical Issues

- The 2017 GMAS data revealed that 58% of all students in grades 3-5 are performing at the proficient and distinguished performance level on the Math EOG.
- The 2017 GMAS data revealed that approximately 41% of students in 5th grade are performing at the proficient and distinguished performance level on the Social Studies portion of the Georgia Milestones Assessment.
- The 2017 EOG data revealed that 57% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels on Language Arts.

Goals for Performance

- Mastery of essential knowledge and skills by all students
- Graduation of all students from high school
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- Eliminate achievement gaps among all students



Objectives

Measures

Department

To increase the percentage of students scoring at the proficient and distinguished levels in math on the 2018 EOG from 58% to 61%;,	2018 GMAS Math	David L. Rainer Elementary
To increase the percentage of students scoring at the proficient and distinguished levels in social studies on the 2018 EOG from 41% to 44%.;	2018 GMAS Social Studies	David L. Rainer Elementary
Increase the percentage of students scoring at the proficient and distinguished learner level from 57% to 60% on the 2018 EOG Language Arts with narrative writing presenting the lowest domain performance	Spring 2018 ELA Georgia Milestones	Kingsland Elementary

Focus Area 1

High Academic Achievement

Raise the Academic Challenge and Performance of Each Student

Goals for Performance

Critical Issues

- The 2017 EOG data revealed that 74% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels on the Math EOG.
- The 2017 EOG data revealed that 55% of all 3rd - 5th grade students scored at the proficient and distinguished learner levels in Social Studies.
- An analysis of the 2017 GMAS data revealed that 60% of students in grades 3-5 were designated as beginning or developing learners on the ELA section of the EOG.
- An analysis of 2017 GMAS data revealed that approximately 45% of grades 3-5 students were designated as beginning or developing learners on the Mathematics EOG.

- Mastery of essential knowledge and skills by all students
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Objectives

Measures

Department

Increase the percentage of students performing at the proficient and distinguished learner levels from 74% to 77% on the 2018 Math EOG with measurement and data and geometry presenting the lowest domain performance.	Spring 2018 Math Georgia Milestones	Kingsland Elementary
Increase the percentage of students scoring at the proficient and distinguished learner level from 55% to 58% on the 2018 Social Studies EOG with History presenting the lowest domain performance.	Spring 2018 Georgia Milestones 2017 GMAS ELA	Kingsland Elementary
To increase the percentage of grades 3-5 students designated as proficient and/or distinguished on the 2018 GMAS from 40 to 43 percent.	2018 GMAS ELA	Mamie Lou Gross Elementary
To increase the percentage of students in grades 3-5 performing at the proficient and distinguished levels from 55% to 60%.	2018 GMAS Mathematics	Mamie Lou Gross Elementary

Focus Area 1

High Academic Achievement

Raise the Academic Challenge and Performance of Each Student

Goals for Performance

Critical Issues

- An analysis of 2017 GMAS data revealed that approximately % of 5th grade students were designated as beginning or developing learners on the Social Studies EOG.
- The 2017 GMAS data revealed 41% of all students in grades 3-5 performed below the "proficient" performance level on the ELA EOG.
- The 2017 GMAS data revealed 30% of all students in grades 3-5 performed below the "proficient" performance level on the Math EOG.
- The 2017 GMAS data revealed 70% of all students in 5th grade performed below the "proficient" performance level on the Social

- Mastery of essential knowledge and skills by all students
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Objectives

Measures

Department

To increase the percentage of students in grades 3-5 performing at the proficient and distinguished levels from 55% to 58%.	2018 GMAS Social Studies	Mamie Lou Gross Elementary
To reduce the % of students performing below the "proficient" level in ELA on the 2018 EOG from 41% to 38%.	2018 GMAS ELA EOG	Mary Lee Clark Elementary
To reduce the % of students performing below the "proficient" level in Math on the 2018 EOG from 30% to 27%.	2018 GMAS Math EOG	Mary Lee Clark Elementary
To reduce the % of students performing below the "proficient" level in Social Studies on the 2018 EOG from 70% to 67%.	2018 GMAS Social Studies EOG	Mary Lee Clark Elementary

Focus Area 1

High Academic Achievement

Raise the Academic Challenge and Performance of Each Student

Goals for Performance

Critical Issues

- The 2017 GMAS data revealed 46% of students in grades 3-5 performed in the "proficient" or "distinguished" levels on the ELA EOG.
- The 2017 GMAS data revealed 85% of students in grades 3-5 performed at or above grade level on Reading domain of the ELA EOG.
- The 2017 GMAS data revealed 61% of students in grades 3-5 scored at the "proficient" or "distinguished" levels on the Mathematics EOG.

- Mastery of essential knowledge and skills by all students
- Graduation of all students from high school
- Alignment of all support functions to achieve high performance
- Rigorous, relevant curriculum that exceeds state and national expectations
- Eliminate achievement gaps among all students



Objectives

Measures

Department

To increase the percentage of students performing at the "proficient" or "distinguished" levels in ELA on the 2018 GMAS from 46% to 49%.	Spring 2018 Georgia Milestones ELA	Matilda Harris Elementary
To increase the students in level 2 from 85% to 88% on the 2018 reading portion of the ELA GMAS for grades 3-5.	Spring 2018 Georgia Milestones ELA	Matilda Harris Elementary
To increase the percentage of students in grades 3-5 performing at the "proficient" or "distinguished" levels in Mathematics on the 2018 EOG from 61% to 64% .	2018 GMAS Math	Matilda Harris Elementary

Focus Area 1

High Academic Achievement

Raise the Academic Challenge and Performance of Each Student

Goals for Performance

Critical Issues

- The 2017 GMA ELA data revealed 47% of all FAY students in 3-5 scored at proficient or distinguished levels.
- The 2017 GMAS math data revealed 58% of all FAY students in grades 3 - 5 scored at proficient or distinguished levels.
- The 2017 GMA science data revealed 42% of all FAY students in 5th grade scored at proficient or distinguished levels.

- Mastery of essential knowledge and skills by all students
- Graduation of all students from high school
- Alignment of all support functions to achieve high performance
- Rigorous, relevant curriculum that exceeds state and national expectations
- Eliminate achievement gaps among all students



Objectives

Measures

Department

Increase the percentage of students scoring at proficient and distinguished from 47% to 55%.	2018 GMAS EOG ELA	St. Marys Elementary
Increase the percentage of students scoring at proficient and distinguished from 58% to 63%.	2018 GMAS EOG Math	St. Marys Elementary
Increase the percentage of students scoring at proficient and distinguished from 42% to 50%.	2018 GMAS Math Science	St M.arys Elementary

Focus Area 1

High Academic Achievement

Raise the Academic Challenge and Performance of Each Student

Critical Issues

- An analysis of the 2017 Georgia Milestones Assessment System data revealed that approximately 47% of all students are performing at the "proficient" or "distinguished" performance levels on the ELA EOG.
- An analysis of the 2017 Georgia Milestones Assessment System data revealed that approximately 48% of all students are performing at the "proficient" or "distinguished" performance levels on the math EOG.
- An analysis of the 2017 Georgia Milestones Assessment System data revealed that approximately 39% of all students are performing at the "proficient" or "distinguished" performance levels on the social studies EOG.

Goals for Performance

- Mastery of essential knowledge and skills by all students
- Graduation of all students from high school
- Alignment of all support functions to achieve high performance
- Rigorous, relevant curriculum that exceeds state and national expectations
- Eliminate achievement gaps among all students



Objectives

Measures

Department

To increase ELA GMAS performance levels at the "proficient" or "distinguished" levels from 47% to 50% for FAY students.	Spring 2018 Georgia Milestones ELA	St. Marys Middle School
To increase math GMAS performance levels at the "proficient" or "distinguished" levels from 48% to 51% for FAY students.	Spring 2018 Georgia Milestones Math	St. Marys Middle School
To increase social studies GMAS performance levels at the "proficient" or "distinguished" levels from 39% to 42% for FAY students.	2018 GMAS Social Studies	St. Marys Middle School

Focus Area 1

High Academic Achievement

Raise the Academic Challenge and Performance of Each Student

Goals for Performance

Critical Issues

- The 2017 GMAS data revealed 58% of all students in grades 3-5 performed at proficient and/or distinguished performance level on the ELA EOG.
- The 2017 GMAS data revealed 64% of all students in grades 3-5 performed at proficient and/or distinguished performance level on the Math EOG.
- The 2017 GMAS data revealed 65% and 57% of all students in grade 5 performed at proficient and/or distinguished performance level on the Science and Social Studies EOG.

- Mastery of essential knowledge and skills by all students
- Graduation of all students from high school
- Alignment of all support functions to achieve high performance
- Rigorous, relevant curriculum that exceeds state and national expectations
- Eliminate achievement gaps among all students



Objectives

Measures

Department

To increase ELA proficient and/or distinguished performance on the 2018 EOG from 58% to 61%.	2018 GMAS EOG ELA	Sugarmill Elementary
To increase Math proficient and/or distinguished performance on the 2018 EOG from 64% to 67%.	2018 GMAS EOG Math	Sugarmill Elementary
To increase proficient and/or distinguished performance on the 2018 EOG from by 3% (68% Science/60% Social Studies).	2018 GMAS Math Science	Sugarmill Elementary

Focus Area 1

High Academic Achievement

Ensure Quality Personnel in All Positions

Critical Issues

- The 2017 GMAS data revealed 62% of all students in grades 3-5 performed below the “proficient” performance level on the ELA EOG.
- The 2017 GMAS data revealed 55% of all students in grades 3-5 performed below the “proficient” performance level on the Math EOG.
- The 2017 GMAS data revealed 68% of all students in grades 3-5 performed below the “proficient” performance level on the Science and Social Studies EOG.

Goals for Performance

- Mastery of essential knowledge and skills by all students
- Graduation of all students from high school
- Alignment of all support functions to achieve high performance
- Rigorous, relevant curriculum that exceeds state and national expectations
- Eliminate achievement gaps among all students



Objectives

Measures

Department

Increase the % of students performing above the “proficient” level in ELA on the 2018 EOG from 38% to 41%.	2018 GMAS ELA	Woodbine Elementary School
Increase the % of students performing above the “proficient” level in science and social studies on the 2018 EOG from 45% to 50%.	2018 GMAS EOG Mathematics	Woodbine Elementary School
Increase the % of students performing above the “proficient” level in science and social studies on the 2018 EOG from 32% to 35%.	2018 GMAS EOG Science and Social Studies	Woodbine Elementary School

Focus Area 2

Quality Teachers,
Administrators, and Staff

Goals for Performance

Critical Issues

- There were 78 employee injuries reported during the 2016-17 school year of which 23 (29%) were treated by a physician.

- Effective professional preparation aligned with student success
- Recruit, retain and fairly compensate a diverse corps of quality teachers, administrators and staff.



Objectives

Measures

Department

Reduce the number of employee injuries by 10% from 78 to 71 and injuries treated by a physician by 20% from 23 to 19 by the end of the 2017-18 school year.

2018 Employee Injury Report

Central Office

Focus Area 3

Provide clean, safe, orderly environments that support learning

Critical Issues

- The FY18 CCRPI attendance indicator will measure the percent of students in grades K-12 absent less than 10% of enrolled days. The analysis attendance rate per this measure was 85.5% for 2017.
- The FY17 CNA revealed 17.3% of students missed 15 or more days for FY16 on the CNA School Report.

Supportive Learning Environments

Goals for Performance

- Exemplary educational facilities to accommodate projected student membership and program offerings
- Expectations for student attendance and behavior conducive to high achievement
- Safe, inviting schools free of harmful behavior that support high student achievement



Objectives

Measures

Department

To increase the FY18 CCRPI student attendance indicator from 85.5% to 90%.	CCRPI Report	Central Office
To decrease the percentage of students missing more than 15 days from 17.3% to 14.3%. Results 14.5%	CNA School Report	Camden County High School

Focus Area 4

Effective, Efficient Operations

Develop and manage material resources to maximize student achievement

Goals for Performance

Critical Issues

- FY16 Lunch Participation data revealed that 62.1% of students participate in the lunch program.
- The 2016 GA DOE Star Rating revealed that Camden County Schools received 4 out of 5 stars. (CONTINUATION FROM FY 17)
- A review of the SchoolDude incident data shows that Average Days Aged for Open Incidents is at 61.81 Days
- The FY16 transportation expenditure report revealed the local portion of the transportation budget was \$2,141,560.38. Local funds accounted for 69% of the CCS transportation

- **Fiscal resourcefulness and accountability that provides adequate financial and personnel resources to maximize student achievement**
- **Alignment of all support functions to achieve high performance**



Objectives

Measures

Department

Increase the percentage of student participation by 3% for a total of 65.1%.	FY 18 Lunch Participation & Cost Report: System Level	Central Office
To increase the star rating from 4 stars to 5 stars by June 30, 2018.	2017 GA Dept of Education Star Rating Report	Central Office
To reduce the Average Days aged for Open Incidents metric by 10 days to 51.86 by 5/30/2018	SchoolDude Reports	Central Office
To decrease the local transportation budget by 3% to \$2,077,313.57	2017-2018 local portion of the transportation budget.	Central Office

Focus Area 5

Strong Parental & Community Support

Increase stakeholder understanding, trust and support of schools

Goals for Performance

Critical Issues

- The 2017 Georgia Parent Survey revealed an average of 84 % of parents were in agreement with the items surveyed on questions 12, 14, 16 and 17.

- Community and parent involvement sufficient to ensure exemplary student achievement and attendance
- Capacity to create, respond to, and sustain meaningful relationships with stakeholders that increases student achievement
- Recognize student and employee achievement



Objectives

Measures

Department

To increase the average percent of parent agreement responses on questions 12, 14, 16 and 17 from 84% to 87 % on the 2018 Georgia Parent Survey.	2018 Georgia Parent Survey	Central Office
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