

The following draft action plans consist of strategies that SMES staff will use to improve the overall academic learning environment.

Please do not copy or distribute in any manner. Thank you!

Camden County Schools Action Plan 2018-2019

School/Dept: St. Marys Elementary School

Critical Issue: The FY 18 GMAS performance revealed that more than 42% of students in grades 3- 5 are performing below the proficient performance level on the ELA EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3-5 meeting proficient or higher on the GMAS ELA EOG from 58% to 63% .

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** FY 19 GMAS EOG ELA

Outcome: _____

Final Report Date: 6 1 19 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
ELA teachers in grades 1-5 will administer common assessments based upon the pacing to identify the needs of all students and apply interventions based on the level of student performance.	R. Narvell	Leadership Team/GL Team	Oct. 23 , Jan 29, Mar 19	NA	40, 50, & 60% of students scoring 70% or higher to demonstrate mastery
Utilize differentiated instruction to improve lexile performance through the use of flexible groups during SEA Time 3 days per week.	B. Moody	ELA Vertical Team	Oct. 23 , Jan 29, Mar 19	Title I/PL	40, 50, & 60% of students meeting EOY targets
Teachers will administer Narrative and Informational Assesslets in grades 2 - 5.	R. Narvell	Leadership Team/GL Team	Sept 27; Nov 16	Title I	60% of students meeting levels 3 & 4 on the GCA writing assesslets
Administer and analyze the data from Write Score Narrative writing assessment in grades 3 - 5	J. Minnick	ELA Vertical Team	02/24/19	Title I	60% of students meeting levels 3 & 4 on the Write Score assessment
Develop and implement a plan for teaching/re-teaching narrative writing	J. Minnick	ELA Vertical Team	8/31/2018 & 2/24/2019	PL Funds	Completed Narrative Writing Plan; 60% of students meeting levels 3 & 4 on the Assesslet/Write Score assessment
Participate in monthly content training on research-based instructional practices as dictated by formative data	R.Lee	Leadership Team/GL Team	Oct. 23 , Jan 29, Mar 19	PL/Title I funds	40, 50, & 60% of students scoring 70% or higher to demonstrate mastery
Utilize technology resources (i.e. Nearpod, Education Galaxy, Freckle, Storyworks) to differentiated learning for students during SEA time	K. Simpson	ELA Vertical Team	Oct. 23 , Jan 29, Mar 19	Title I	Usage reports reflecting an increase of teacher usage by 25, 45, and 50 points over baseline in August.

Camden County Schools Action Plan 2018-2019

School/Dept: St. Marys Elementary School

Critical Issue: The FY 18 GMAS performance revealed that more than 32% of students in grades 3- 5 are performing below the proficient performance level on the Math EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grades 3-5 meeting proficient or higher on the GMAS Math EOG from 68% to 73% .

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.4 Rigorous, relevant curriculum that exceeds state and national expectations

**Performance Indicator:
(Lagging Indicator)** FY 19 GMAS EOG Math

Outcome: _____

Final Report Date: 6 1 19 **Report Format:** 1 - Oral Report to BOE **Status:** _____

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Implement flexible grouping strategies based on formative assessment data to differentiate instructional content, process, and learning environment to ensure all students	J. Starmer	Math Vertical Team	Oct. 23 , Jan 29, Mar 19	PL/Title I	% of students meeting individual quantile growth per MI growth chart (Pre/Mid 60%; Pre-Post 85%)
Implement direct strategy instruction of problem solving to enhance students' understanding of word problems and to promote self-evaluation using a problem of the week and rubric for evaluation.	J. Starmer	Math Vertical Team	Oct. 23 , Jan 29, Mar 19	PL/Title II	% of students scoring 70% or higher on Common Assessments 1 (60%) & 2 (70%)
Implement a math fluency program/competition for grades 3 - 5 mastering their multiplication facts (1-10) by the end of March using Xtra math	M. Lang, J. Starmer, K. Bean	GL Team	Oct. 23 , Jan 29, Mar 19	Title I	3rd graders, 75% 4th graders, and 85% 5th graders by the end of Mar
Utilize technology resources (i.e. Nearpod, Education Galaxy, Freckle) to differentiate learning for students during SEA time	K. Simpson	Math Vertical Team	Oct. 23 , Jan 29, Mar 19	Title I	Usage reports reflecting an increase of teacher usage by 25, 45, and 50 points over baseline in August.
Participate in monthly content training on research-based instructional practices as dictated by formative data	R.Lee	Leadership Team/GL Team	Oct. 23 , Jan 29, Mar 19	PL/Title I funds	40, 50, & 60% of students scoring 70% or higher to demonstrate mastery

Camden County Schools Action Plan 2018-2019

School/Dept: St. Marys Elementary School

Critical Issue: The FY18 GMAS performance revealed that approx. 53% of students in grade 5 are performing below the proficient performance level on the Social Studies EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grade 5 meeting proficient or higher on the GMAS Social Studies EOG from 47 to 55% (ES).

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.1 Mastery of essential knowledge and skills by all students

**Performance Indicator:
(Lagging Indicator)** FY 19 GMAS EOG Social Studies

Outcome: _____

Final Report Date: 6 1 19 **Report Format:** 1 - Oral Report to BOE **Status:** In Progress

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
SS teachers in grades 3-5 will administer formative/common assessments based upon the pacing to identify the needs of all students and apply interventions based on the level of student performance.	R.Narvell	Grade level/Leadership Team	12/4 & 3/19	NA	50, 55, & 60% of students scoring 70% or higher to demonstrate mastery
Implement monthly spiral reviews based on data from unit formative assessments	H. Carter	Grade level/Admin	12/14/ & 4/12		60% scoring 70% or higher on CA 1 and 70% scoring 70% or higher on CA 2

Camden County Schools Action Plan 2018-2019

School/Dept: St. Marys Elementary School

Critical Issue: The FY 18 GMAS performance revealed that more than 32% of students in grades 3- 5 are performing below the proficient performance level on the Math EOG.

S.M.A.R.T. Objective: To increase the percentage of students in grade 5 meeting proficient or higher on the GMAS Science EOG from 59% to 65% .

Strategic Focus Area: 1. High Academic Achievement: Raise the academic challenge and performance of each student.

CCS Goal: Goal 1.4 Rigorous, relevant curriculum that exceeds state and national expectations

**Performance Indicator:
(Lagging Indicator)** FY 19 GMAS EOG Math

Outcome: _____

Final Report Date: 6 1 19 **Report Format:** 1 - Oral Report to BOE **Status:** _____

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Implement flexible grouping strategies based on formative assessment data to differentiate instructional content, process, and learning environment to ensure all students	Bean, Koch	Leadership Team/GL Team	12/14 & 4/12		FA/CA data review % of students in proficient and advanced (Mid 75%; Post 75%)
Implement monthly spiral reviews based on data from unit formative assessments	Bean, Koch	Grade level/Admin	12/14 & 4/12		60% scoring 70% or higher on CA 1 and 70% scoring 70% or higher on CA 2

Camden County Schools Action Plan 2018-2019

School/Dept: St. Marys Elementary School

Critical Issue: The FY 17 School Climate Rating reflected a score of 94.5 or 4 stars.

S.M.A.R.T. Objective: To increase the school climate rating from a 94.5 to a 96.4 or higher for a 5 Star Rating

Strategic Focus Area: 3. Supportive Learning Environments: Provide safe, orderly environments that support learning.

CCS Goal: Goal 3.1 Safe, inviting schools free of harmful behavior that support high student achievement

**Performance Indicator:
(Lagging Indicator)** FY 18 School Climate Rating

Outcome: _____

Final Report Date: 6 1 19 **Report Format:** 1 - Oral Report to BOE **Status:** _____

Strategy	Owner	Reports To	Report Date(s)	Resources & Professional Learning	Evidence / Leading Indicator
Implement attendance incentives to increase the percent of students absent less than 10% of enrolled days (FY 18 data reflected 86. 12%)	W. Spencer	Admin	Quarterly		quarter 95%; 2nd quarter 93%; 3rd quarter 90%; 4th quarter 87%) Cumulative throughout the year
Implement behavior interventions to target violent behavior incidences to increase the percent of students not participating in violent behavior (Student incivility, battery, fighting, threat/intimidation, bullying, weapons) from 75.676 to 80.00.	R. Narvell	PBIS Team	Monthly		Ed Handbook data reflecting identified violent bheaviors reduced by 25% MY and 50% EOY from (BL 62 incidences)
Implement mentoring opportunities to improve/build inter-personal relationships which will positively increase student perception of school climate as reflected on student surveys from 74.759 to 78.	J. Starmer	PBIS Team	Quarterly		An increase of baseline perception data by 10 points.
Utilize Project Provides Behaviorist support to provide professional learning for staff on dealing with challenging behaviors. (Student incivility, battery, fighting, threat/intimidation, bullying, weapons) from 75.676 to 80.00.	R.Lee	PBIS Team	Monthly		Ed Handbook data reflecting identified violent bheaviors reduced by 25% MY and 50% EOY from (BL 62 incidences)
Disribute family newsletters regarding at-home strategies for behavior, academics, attendance, etc.	W. Spencer	Admin	Quarterly		
Meet to share intervention plans of high magnitude students with assigned teachers so intervention plans are started from day 1 & monitor effectiveness of the plan to determine if changes are necessary	R. Narvell	Lee/PPB/MFLC/ Challenging Student Team	7/31, 9/7, 12/7, 2/8, 5/28		Minutes of meeting, sign in sheet, Reduction in behavior incidences for identified students by 25% MY, 50% EOY