Prepared by the Accountability Committee of the Board of Education for the City of Savannah and the County of Chatham
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INTRODUCTION

The District Accountability System provides the framework for the school system’s strategic planning process. It incorporates the Mission and Vision statements, Guiding Principles, and Strategic Goals as approved by the Board of Education for the City of Savannah and the County of Chatham.

Supporting each of the Board’s strategic goals are one or more objectives with specific measures and performance targets. These objectives specify what the Superintendent and District staff will be doing to accomplish each of the Board’s strategic goals. Specific Board actions to support each of the strategic goals are also detailed. The Board is also committed to the following recurring actions in support of achieving each of the district’s strategic goals:

1. Work with the Superintendent to focus capital, financial, and personnel resources to support the specified objectives in the District Accountability System.
2. Review and update all policies at least biannually to ensure alignment with the specified objectives. Remain attentive to the need for additional revisions to policy that may occur from time to time as recommended by the Superintendent to support the specified objectives.
3. Require an annual “State of the Schools” report from the Superintendent which addresses the District’s performance on each of the specified objectives, and review and discuss that report during an open Board meeting.
4. Receive timely reports on established objectives as established and provide appropriate direction as necessary.

This District Accountability System has been designed to help focus and guide the work of the School Board and Superintendent. It also serves as one of the tools for the school Board's assessment of its own performance and that of the Superintendent each year. While the planning horizon included in this document spans multiple years, modifications from time to time are expected. Because the Board and Superintendent intend for this to be an evolving document that will be used to plan and evaluate throughout the year, the components of the Accountability System may be periodically modified by a resolution of the School Board upon the recommendation of the Superintendent.
Goals and Objectives
The Board of Education will ensure that the Savannah-Chatham County Public School System (SCCPSS) develops a strategic plan and Board accountability system to provide the governance necessary to successfully meet established objectives for each goal area.

Mission Statement: To ignite a passion for learning and teaching at high levels.

Vision Statement: From school to the world: All students prepared for productive futures.

Strategic Goals
The Savannah-Chatham County Board of Education is committed to establishing strategic goals which support the Board's Vision and Mission Statement. These goals will be periodically reviewed and updated. The current strategic goals are as follows:

GOAL 1: To ensure all students are college and career ready (Academic Achievement).

GOAL 2: To ensure fiscal responsibility and effective resource stewardship.

GOAL 3: To provide a safe and secure environment for students and employees.

GOAL 4: To engage parents and other community stakeholders.

GUIDING PRINCIPLES
Guiding Principles are the shared values and management style of the organization. They articulate the ethical standards by which the organization makes decisions and conducts activities.

GUIDING PRINCIPLE 1: The school board provides guidance and support to schools by establishing clear goals, aligned policies, high standards, and effective systems of evaluation which produce accountability and results.

GUIDING PRINCIPLE 2: The academic achievement of students will be at a level that will enable them, upon graduation from high school, to enter college or the work force fully prepared to be successful—without need of remediation.

GUIDING PRINCIPLE 3: Education is a shared responsibility between home, school, and community.

GUIDING PRINCIPLE 4: A safe, secure, and orderly environment is essential for teaching and learning.

GUIDING PRINCIPLE 5: All children can learn and achieve at high levels but may learn at different rates or through different learning styles.

GUIDING PRINCIPLE 6: Fiscal responsibility and accountability must be maintained at all times.

GUIDING PRINCIPLE 7: Positive relationships are built through honesty and respect which enhance cooperation, safety and well-being of students, families and staff.
A Vision for Public Education in Georgia

The Board endorses the following recommendations from the Vision for Public Education in Georgia:

- Promote public education as the cornerstone of American democracy by publicizing student and school successes through all available media.

- Develop a comprehensive and balanced system of assessments that is useful in guiding the work of teachers and students.

- Ensure full technology integration into the classroom by providing access to adequate resources, equitable infrastructure and professional learning opportunities for teachers.

- Develop and implement an accountability system at the local school district level that is based on local district educational goals that are aligned with state educational goals and state accountability system, and which include clearly defined measures of school district, school, and student success.

- Determine stakeholder perceptions of schools and school districts.

- Make each school and district an inviting place to be for students, parents, staff, and the larger community.
STRATEGIC GOAL 1: TO ENSURE ALL STUDENTS ARE COLLEGE AND CAREER READY (Academic Achievement)

BOARD ACTIONS TO SUPPORT THIS GOAL:

1. Meet at least once with the presidents of nearby colleges and universities to gain feedback supportive of student preparation for post-secondary endeavors.
2. Review and update all policies at least biannually to ensure alignment with the specified objectives for this strategic goal and remain attentive to the need for additional revisions to policies as recommended by the Superintendent.
3. Require an annual state of the schools report from the Superintendent which addresses the District’s performance on each of the specified objectives for this strategic goal, and review and discuss that report during an open Board meeting.

OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:

A. Reading on Grade Level (ROGL) and Numeracy on Grade Level (NOGL)

a. **ROGL**
   **Objective:** To increase the percentage of students who are reading on grade level by the end of grade 2, 4, and 7 as measured by a Lexile reading scale score of 330L, 630L, and 880L respectively. The measuring tool for grades 2, 4, and 7 is the Scholastic Reading Inventory Assessment (SRI).
   **Baseline:** SY 20011-12: See table below
   **Target:** By SY2014-15, the following targets will be met by each listed grade level.

<table>
<thead>
<tr>
<th>ROGL</th>
<th>Grade 2</th>
<th>Grade 4</th>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>69%</td>
<td>68%</td>
<td>63%</td>
</tr>
<tr>
<td>Target</td>
<td>76%</td>
<td>77%</td>
<td>75%</td>
</tr>
</tbody>
</table>

b. **NOGL**
   **Objective:** To increase the percentage of students meeting numeracy on grade level by the end of grade 2, 4, and 7 as measured by a RIT scale score of 186, 207, and 224 respectively. The measuring tool for grades 2, 4, and 7 is the NWEA Measures of Academic Progress (MAP).
   **Baseline:** SY 2012-13: See table below
   **Target:** By SY2016-17, the following targets will be met by each listed grade level.

<table>
<thead>
<tr>
<th>NOGL</th>
<th>Grade 2</th>
<th>Grade 4</th>
<th>Grade 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>70%</td>
<td>69%</td>
<td>59%</td>
</tr>
<tr>
<td>Target</td>
<td>80%</td>
<td>80%</td>
<td>73%</td>
</tr>
</tbody>
</table>
**Report:** The Administration shall provide the Board of Education with a presentation that provides an analysis of the percentage of students meeting numeracy and reading on grade level at the conclusion of the academic year for the district, disaggregated by subgroups. If available, three years of historical data will be provided and compared statistically. School level detailed data shall be provided in an executive summary report. Specialty Program performance will be presented independently from the school.

**Timing:** Presentation and report will be provided to the Board in August of each year. Progress monitoring reports will be provided in November and April.

**Ownership:** Executive Directors of School Governance, Division of Academic Affairs.

**Responsible:** Elementary, K-8, and Middle School Principals.

Note: Gateway requirements for ROGL and NOGL are established for each year leading to the target year SY 2016-17. The yearly gateway targets can be found on Board Policy Exhibit IHE-E (3).

**Strategies/Action Items for ROGL:**

- Professional Learning Coaches, in partnership with the Content Specialists, will develop and implement a comprehensive Interdisciplinary Literacy/Writing Plan (ILWP) for grades 2 through 12 to include digital writing portfolios based on the established Common Core Georgia Performance Standards (CCGPS) rubrics in preparation for the Georgia Milestones Assessments.
- Professional Learning Coaches will work with schools to train school leaders and teachers on literacy/writing strategies and portfolio assessments as outlined in the ILWP.
- Executive Directors of School Governance will evaluate the effectiveness of the ILWP using Wilson Foundations, SRA Reading Mastery, SRI, and portfolio assessments.

**Strategies/Action Items for NOGL:**

- Professional Learning Coaches, in partnership with the Content Specialists, will develop and implement a comprehensive interdisciplinary Math Plan (IMP) for grades K through 12 using several research-based strategies, including but not limited to those below, in preparation for the Georgia Milestones Assessments.
  - **Strategies**
  - Visual and graphic descriptions of problems
  - Systematic and explicit instruction
  - Student think-alouds
  - Peer-assisted learning activities
  - Common formative assessments (NWEA MAP)
  - Individualized and instruction for every student using a blended learning approach (Compass Learning)
- Executive Directors of School Governance will monitor the formative data, meet with the school level data teams to analyze results, and recommend instructional delivery adjustments to ensure program effectiveness. The Executive Directors and principals will also monitor the implementation of the recommended adjustments closely.
B. Georgia Milestones End of Grade Test (GMAS-EOG)

**Objective:** To increase the percentage of students meeting or exceeding standard in the core content areas as measured by the GMAS-EOG examination administered in Grades 3, 5, and 8.

**Baseline:** SY 2014-15: See below.

**Target:** By SY 2018-19, the following below targets will be met by grade level and content area:

<table>
<thead>
<tr>
<th>Content</th>
<th>Grade 3</th>
<th>Grade 5</th>
<th>Grade 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts</td>
<td>Base TBD</td>
<td>TBD TBD</td>
<td>TBD TBD</td>
</tr>
<tr>
<td>Target</td>
<td>TBD TBD</td>
<td>TBD TBD</td>
<td>TBD TBD</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Base TBD</td>
<td>TBD TBD</td>
<td>TBD TBD</td>
</tr>
<tr>
<td>Target</td>
<td>TBD TBD</td>
<td>TBD TBD</td>
<td>TBD TBD</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Base TBD</td>
<td>TBD TBD</td>
<td>TBD TBD</td>
</tr>
<tr>
<td>Target</td>
<td>TBD TBD</td>
<td>TBD TBD</td>
<td>TBD TBD</td>
</tr>
<tr>
<td>Science</td>
<td>Base TBD</td>
<td>TBD TBD</td>
<td>TBD TBD</td>
</tr>
<tr>
<td>Target</td>
<td>TBD TBD</td>
<td>TBD TBD</td>
<td>TBD TBD</td>
</tr>
</tbody>
</table>

**Report:** The Administration will present the Board of Education with GMAS-EOG results which list district scores by content area and grade level, and disaggregated by subgroups. If available, three years of historical data will be provided and compared statistically. School level detailed data will be provided in an executive summary report. K-8 schools will be presented in two grade bands: grades 5 and below and grades 6 through 8. Specialty Program performance will be presented independently from the school.

**Timing:** Presentation and report will be provided to the Board in November of each year.

**Ownership:** Executive Directors of School Governance, Division of Academic Affairs.

**Responsible:** Elementary, K-8, and Middle School Principals.

**Note:** Reading and writing are now domains embedded within English/Language Arts.

**Strategies/Action Items:**

- Professional Learning Coaches, in partnership with the Content Specialists, will develop and implement a comprehensive Interdisciplinary Literacy/Writing Plan (ILWP) for grades 2 through 12 which will include digital writing portfolios based on the established Common Core Georgia Performance Standards (CCGPS) rubrics in preparation for the Georgia Milestones Assessments.
- Professional Learning Coaches will work with schools to train school leaders and teachers on literacy/writing strategies and portfolio assessments as outlined in the ILWP.
- Executive Directors of School Governance will evaluate the effectiveness of the ILWP using Wilson Foundations, SRA Reading Mastery, SRI, and portfolio assessments.
• Professional Learning Coaches, in partnership with the Content Specialists, will develop and implement a comprehensive interdisciplinary Math Plan (IMP) for grades K through 8.
C. Predictors for Graduation (P4G)

a. Fifth Grade Students
   **Objective:** To increase the percentage of 5th grade students passing all core content areas (English/Language Arts, Mathematics, Social Studies, and Science) as measured by the GMAS-EOG examination.
   **Baseline:** SY 2014-15: TBD
   **Target:** By SY 2018-19: TBD

b. Eighth Grade Students
   **Objective:** To increase the percentage of 8th grade students passing all core content areas (English/Language Arts, Mathematics, Social Studies, and Science) as measured by the GMAS-EOG examination.
   **Baseline:** SY 2014-15: TBD
   **Target:** By SY 2018-19: TBD

c. Ninth Grade Students
   **Objective:** To increase the percentage of first-time 9th grade students passing all required 9th grade GMAS-EOC examinations.
   **Baseline:** SY 2014-15: TBD
   **Target:** By SY 2018-19: TBD

**Report:** The Administration shall provide the Board of Education with a presentation on predictors for graduation for the district by grade level, disaggregated by subgroups. If available, three years of historical data will be provided and compared statistically. School-level detailed data shall be provided in an executive summary report. Specialty Program performance will be presented independently from the school.

**Timing:** Presentation and report will be provided to the Board in January of each year.

**Ownership:** Executive Directors of School Governance, Division of Academic Affairs.

**Responsible:** Elementary, K-8, Middle, and High School Principals.

**Strategies/Action Items:**
- The Department of Curriculum and Instruction, in collaboration with principals, professional learning coaches, and the Office of Accountability, Assessment & Reporting, will meet three times per year to review and analyze benchmark assessment data. These analyses will guide the development and delivery of customized job-embedded professional development in preparation for the Georgia End of Course (EOC) and End of Grade (EOG) Milestone Assessments.
- The Executive Directors for School Governance will monitor academic progress in core content subjects through the school data team process and provide recommendations/guidance on effective research based instructional strategies in the areas of ELA, Math, Science, and Social Studies.
• Principals will continue to monitor the implementation of the Common Core Georgia Performance Standards (CCGPS) and research based instructional strategies through classroom observations, focus walks, TKES unit lesson plans, and common assessments. Diagnostic data will be used in developing individualized Professional Development Plans to support teacher growth and success.

• Principals will implement the *Compass Learning Odyssey* Program with fidelity to provide individualized support as students work toward mastery of critical reading and mathematical concepts.
D. Graduation Rate

a) **Cohort Graduation Rate**
   
   **Objective:** To increase the graduation rate utilizing the 4 year cohort-based formula as reported by the Georgia Department of Education (GADOE).

   **Baseline:** SY 2010-11: 54.4%
   **Target:** By SY 2014-15: ≥ 72%

b) **Cohort Graduation Rate 5 Year Extended**
   
   **Objective:** To increase the graduation rate utilizing the 5 year cohort-based formula as reported by the Georgia Department of Education (GADOE).

   **Baseline:** SY 2011-12: 56.9%
   **Target:** By SY 2014-15: ≥ 72%

**Report:** The Administration shall present the district’s graduation rate as calculated using the cohort formula for each high school (disaggregated by subgroups, summarized for the district, and with reasons for non-graduation) to the Board of Education. If available, three years of historical data will be provided and compared statistically. School-level detailed data shall be provided in an executive summary report.

**Timing:** Presentation and executive summary will be provided to the Board in March of each year.

**Ownership:** Executive Director of Secondary School Governance, Division of Academic Affairs.

**Responsible:** High School Principals.

**Strategies/Action Items:**

- The Executive Director of Secondary School Governance will continue to monitor the System-Wide Academic Records Management (SWARM) Process to ensure implementation with fidelity in order to meet the DAS target goal.
- Principals will conduct *Leave No Graduate Behind* parent meetings twice per school year (fall and spring), in order to inform parents of their student’s progress toward meeting the Georgia cohort graduation requirements.
- Principals and school counselors will continue to promote credit advancement/recovery programs such as the Twilight High School Program, evening and Saturday school in order to increase the cohort graduation rate.
E. Georgia Milestones End of Course Tests (GMAS-EOC)

**Objective:** To increase the percentage of students mastering core subject areas as measured by the pass rate on the End of Course Tests.

**Baseline:** SY 2014-15: See table below: TBD

**Target:** SY 2018-19: See table below: TBD

<table>
<thead>
<tr>
<th>Content</th>
<th>9th Grade Lit/Comp</th>
<th>American Lit/Comp</th>
<th>Coordinate Algebra</th>
<th>Analytic Geometry</th>
<th>Biology</th>
<th>Physical Science</th>
<th>Economics</th>
<th>U.S. History</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>Target</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

**Report:** The Administration shall provide the Board of Education with a presentation of the GMAS-EOC scores that count towards graduation for the district, disaggregated by subgroups. If available, three years of historical data will be provided and compared statistically. School-level detailed data shall be provided in an executive summary report. Specialty Program performance will be presented independently from the school.

**Timing:** Presentation and report will be provided to the Board in December of each year.

**Ownership:** Executive Directors of School Governance, Division of Academic Affairs.

**Responsible:** High/Middle/K-8 School Principals.

**Note:** GMAS-EOC scores will include winter, spring, and mid-month testing combined. Measure is based on all students within the regular school year, excludes summer students and includes repeaters. For explanation of GMAS-EOC see Georgia Milestones End of Course in glossary.

**Note:** The 11th grade writing component is now embedded within the 9th Grade Lit/Comp and American Lit/Comp.

**Strategies/Action Items:**

- The Department of Curriculum and Instruction, in collaboration with principals, professional learning coaches, and the Office of Accountability, Assessment & Reporting will meet three times per year to review and analyze benchmark assessment data. These analyses will guide the development and delivery of customized job-embedded professional development in preparation for the Georgia End of Course (EOC) Milestone Assessments.

- The Executive Directors for School Governance will monitor academic progress in core content subjects through the school data team process and provide recommendations/guidance on effective research based instructional strategies in the areas of math and science.

- Principals will continue to monitor the implementation of the Common Core Georgia Performance Standards and research-based instructional strategies through classroom observations, focus walks, TKES unit lesson plans, and common assessments. Diagnostic data will be used in developing individualized Professional Development Plans to support teacher growth and success.

- Principals will implement the *Compass Learning Odyssey* Program with fidelity to provide individualized support as students work toward mastery of critical mathematical concepts.
F. Postsecondary Accelerated Options (PAO)

a) Completion/Participation Rate
   **Objective:** To increase the percentage of high school students completing courses that offer high school and college credit.
   **Baseline:** SY 2009-10: Student completion rate: 11%
   **Target:** By SY 2014-15, at least 17% of students will complete courses that are eligible for high school and college credit.

b) Advanced Placement
   **Objective:** To increase the percentage of students achieving a score of 3 or higher on Advanced Placement exams as determined by the College Board.
   **Baseline:** SY 2006-07: Percent of exams that are scored 3 or higher: 44%
   **Target:** By SY 2014-15, at least 55% of students who take the AP coursework will achieve a 3 or higher on the Advanced Placement exam.

c) International Baccalaureate (IB) Diplomas
   **Objective:** To increase the percentage of students being awarded the International Baccalaureate Diploma.
   **Baseline:** SY 2007-08: 26% of IB diploma candidates were awarded the IB diploma.
   **Target:** By SY 2014-15, at least 45% of IB diploma candidates will be awarded the IB diploma.

d) Dual Enrollment Courses
   **Objective:** To increase the percentage of students completing courses eligible for award of college credits through the dual enrollment program.
   **Baseline:** SY 2011-12: 78% of dual enrollment students successfully completed all eligible courses taken for college credit.
   **Target:** By SY 2014-15, at least 83% of dual enrollment students will successfully complete all dual enrollment courses taken.

**Report:** The Administration shall provide the Board of Education with a presentation which summarizes the success rate of high school seniors enrolled in the IB, AP, and college credit courses/programs. Information will be summarized by district and content area. The Completion/Participation rate will be disaggregated by program type and summarized for the district. If available, three years of historical data will be provided. School-level detailed data shall be provided in an executive summary report.
**Timing:** Presentation and report will be provided to the Board in December of each year.
**Ownership:** Executive Director of Secondary School Governance, Division of Academic Affairs.
**Responsible:** High School Principals.
Strategies/Action Items:

- The Chief Academic Officer and the Executive Director of Secondary School Governance will hold meetings with each of the post-secondary colleges and universities in the surrounding area to develop/enhance articulation agreements and remove barriers that prohibit student access to dual enrollment courses.

- The Senior Director of Curriculum Implementation & Instructional Design will facilitate the development and implementation of benchmark assessments for Advanced Placement courses currently offered in the district in order to monitor and guide instruction in the classroom.

- The Professional Learning Content Specialists will hold a week-long summer institute during the month of June (Annually) for Advanced Placement and International Baccalaureate teachers to provide teachers with the support and training needed to teach these rigorous courses while allowing for the exchange ideas regarding course syllabus, content pacing and resources.
G. College Entrance Exams (CEE)

a. **Scholastic Aptitude Reasoning Test (SAT)**
   
   **Objective:** To increase the District average on the Critical Reading, Mathematics, and Writing portions of the SAT Reasoning Test, a nationally norm-referenced college entrance examination.
   
   **Baseline:** SY 2009-10: Critical Reading, Verbal + Mathematics, and Writing Average Combined Score: 1332.
   
   **Target:** By SY 2014-15, the District average combined score on Critical Reading, Mathematics, and Writing will meet or exceed 1450.

b. **American College Testing (ACT)**
   
   **Objective:** To increase the District average composite score on the ACT, a nationally norm-referenced college entrance examination.
   
   **Baseline:** SY 2009-10: District Average Composite Score 18.2
   
   **Target:** By SY 2014-15, the District’s average composite score on the ACT will meet or exceed 20 or higher as measured by ACT Inc.

**Report:** The Administration shall provide the Board of Education with a presentation on SAT results by district and subgroups on Critical Reading, Mathematics, and Writing subtests and ACT results on English, Reading, Mathematics, Science, and composite scores by district and subgroups. SAT and ACT will both be compared to State and National averages. If available, three years of historical data will be provided and compared statistically. School-level detailed data shall be provided in an executive summary report.

**Timing:** Presentation and report will be provided to the Board in November of each year.

**Ownership:** Executive Director of Secondary School Governance, Division of Academic Affairs.

**Responsible:** High School Principals.

**Strategies/Action Items:**

- High school principals will implement a three week workshop on ACT/SAT test preparation strategies during the Instructional Focus Block (IF) each January for students in grades 11 and 12.
- Middle and high school principals, with the assistance from Curriculum Implementation and Instructional Design, will deliver professional development to their teachers on depth of knowledge and effective questioning strategies to improve verbal reasoning skills.
- The Executive Director of Secondary School Governance and high school principals will monitor student enrollment by school and grade level in the district’s online ACT-SAT prep courses.
H. College and Career Readiness Performance Index (CCRPI)

**Objective:** To increase the district and schools college and career readiness score as measured and reported by the Georgia Department of Education (GADOE).

**Baseline:** SY 2011-12: See table below

**Target:** By SY 2016-17: See table below

<table>
<thead>
<tr>
<th>CCRPI</th>
<th>Baseline</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades K-5</td>
<td>67.3</td>
<td>70.3</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>63.8</td>
<td>70.0</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>69.7</td>
<td>73.0</td>
</tr>
</tbody>
</table>

**Report:** The Administration shall provide the Board of Education with a presentation on CCRPI which provides the overall numeric score of the district compared to the state. If available, three years of historical data will be provided. School-level detailed data shall be provided in an executive summary report.

**Timing:** Presentation and report will be provided to the Board in March of each year.

**Ownership:** Executive Directors of School Governance, Division of Academic Affairs.

**Responsible:** Elementary, K-8, Middle, and High School Principals.

**Note:** The Department of Education will be implementing the new Georgia Milestones Assessment in SY 2014-15. The new assessment will impact the Academic Achievement, Progress, Achievement Gap, and Subgroup components of CCRPI.

**Strategies/Action Items:**

- Senior Director of Accountability, Assessment, and Reporting Services will provide professional training to administrators on how to analyze the CCRPI components to determine areas of concern and identify appropriate action steps to remediate the identified areas.
- Principals will analyze CCRPI data to identify subgroups that scored significantly below other subgroups and develop intervention strategies to address these deficits.
- Principals will include improvement strategies in areas of concern in their 2014-2015 Accountability Plans.
I. Georgia High School Writing Test (GHSWT)

Objective: To increase the percentage of students meeting or exceeding the standard in writing as measured by the Georgia High School Writing Test administered in grade 11.

Baseline: SY 2012-13: See table below

Target: By SY 2015-16: See table below

<table>
<thead>
<tr>
<th>GHSWT</th>
<th>Grade 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline</td>
<td>91%</td>
</tr>
<tr>
<td>Target</td>
<td>93%</td>
</tr>
</tbody>
</table>

Report: The Administration shall provide the Board of Education with a presentation on GHSWT. If available, three years of historical data will be provided and compared statistically. School-level detailed data shall be provided in an executive summary report. Specialty Program performance will be presented independently from the school.

Timing: Presentation and report will be provided to the Board in February.

Ownership: Executive Directors of School Governance, Division of Academic Affairs.

Responsible: Elementary, K-8, Middle, and High School Principals.

Strategies/Action Items:

- High School Principals will implement two mock benchmark writing exams to assess/monitor student growth performance.
- High School Principals will disaggregate the GHSWT scores and mock benchmark exam data by domain and schedule students into the Instructional Focus intervention block to remediate identified areas of low performance.
- High School Principals will provide a week long writing camp for potential summer graduates in preparation for the July test administration.
J. End of Pathway Assessment (EOPA)

Objective: To increase the percentage of CTAE pathway completers earning a national industry recognized credential or a passing score on an end of pathway assessment.

Baseline: SY 2012-13: 36% pass rate

Target: By SY 2016-17: ≥ 50% pass rate

Report: The Administration shall provide the Board of Education with a presentation on EOPA results which summarizes the success rate of CTAE pathway completers. Information will be summarized by district and high schools. If available, three years of historical data will be provided and compared statistically.

Timing: Presentation and report will be provided to the Board in August of each year.

Ownership: Director of OCCR, Division of Academic Affairs.

Responsible: High School Principals.

Note: Students become eligible for the EOPA when they reach pathway completer status, defined as follows:

- Have successfully completed the three or four designated courses in the pathway, OR
- Are enrolled in the final designated third or fourth course of the pathway and are on track to complete it successfully

Students may take the EOPA exam multiple times. However, only those who complete the pathway and pass the exam **within the same year** may be reported in the official EOPA data collection.

Strategies/Action Items:

- The Director of College and Career readiness, in collaboration with the Executive Director of Secondary School Governance, will monitor the formative data, meet with the school leadership to analyze results, and recommend individualized instructional delivery adjustments to ensure program effectiveness.
- The Director of College and Career readiness, in collaboration with the Executive Director of School Secondary Governance, will implement an electronic walkthroughs/observation protocol which allows for effective monitoring of teacher performance based on End of Pathway Assessment (EOPA) standards.
- The Office of College and Career Readiness will provide the following professional development and support to high school teachers in order to increase the number of certifications earned through the new Business and Technology Pathway using Microsoft IT Academy.
STRATEGIC GOAL 2: **TO ENSURE FISCAL RESPONSIBILITY AND EFFECTIVE RESOURCE STEWARDSHIP**

**BOARD ACTIONS TO SUPPORT THIS GOAL:**

1. Utilize the Chevron reports in order to make informed decisions during the budgetary process.
2. Work with the Superintendent to focus capital, financial, and personnel resources to support the specified objectives for this strategic goal.
3. Ensure the receipt of financial reports on a monthly basis. Review the reports and provide feedback to the Superintendent.

**OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:**

**A. Stewardship of Transportation**

a. **Objective:** To improve the success of student transportation meeting the published school arrival schedule (SAS) within ±15 minutes and the school departure schedule (SDS) within ±10 minutes. The measurement window will encompass the start of September to the end of May.

**Baseline:** SY 2012-13: 90% of the buses arrived within the published schedules.

**Target:** SY 2016-17: 98% of the buses arriving within the published schedules.

b. **Objective:** To improve cost efficiency of student transportation across the district as measured by total transportation cost divided by total student riders.

**Baseline:** SY 2012-13: See table below

**Target:** SY 2016-17: Transportation cost per rider (TCR) will be tracked and analyzed each year, with the goal of achieving a well-run efficient program.

<table>
<thead>
<tr>
<th>Students</th>
<th>Total Number</th>
<th>Cost*</th>
<th>TCR</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>23,561</td>
<td>$16,313,173</td>
<td>$693</td>
</tr>
<tr>
<td>REG &amp; SP</td>
<td>21,270</td>
<td>$12,746,370</td>
<td>$600</td>
</tr>
<tr>
<td>SPED</td>
<td>2,291</td>
<td>$3,566,803</td>
<td>$1,557</td>
</tr>
</tbody>
</table>

*Cost only includes home to school routes and fuel.

**Report:** The Administration shall provide the Board of Education with a presentation on the stewardship of pupil transportation for the district, to include total number of routes, total number of stops, and total number of buses assigned to each school or program. Report to also include any route additions and changes. If available, three years of historical data will be provided. School/Program level detailed data shall be provided in an executive summary report.

**Timing:** Presentation will be provided to the Board in July of each year.

**Ownership:** Executive Director, Division of Support Services.

**Responsible:** First Student Transportation.
**Strategies/Action Items:**

**Strategies/Action Items for meeting arrival and departure time**
- The Executive Director of Support Services and District Transportation Specialist will monitor bus arrival and departure data (detailed ZONAR GPS reports as well as weekly reports from schools).
- Transportation vendor will ensure busses are at schools at established dismissal times.
- Principals will ensure school staff develop and execute a seven (7) minute loading and departure process.
- Transportation vendor will adjust routes as necessary to improve on-time arrival and departure.
- Transportation vendor will develop and implement a maintenance schedule to ensure the timely and effective repair of all busses.
- Transportation vendor will provide the Executive Director Support Services a biweekly report of busses out-of-service to include anticipate date of return to service.
- The Director of Purchasing will release a RFP for pupil transportation services for School Year 2014-15.

**Strategies/Action Items for improving cost efficiency of transportation**
- Transportation vendor will provide the Executive Director of Support Services the annual route schedule in July to evaluate for possible reductions.
- Transportation vendor will assess routes and identify potential over laps to reduce routes.
- Transportation vendor will provide Support Services monthly student ridership data to aid in modifying routes to improve efficiency.
- Transportation vendor will conduct month student roster verifications to identify students not eligible for transportation.
- Transportation vendor in collaboration with principals will reduce monitors through strict enforcement of bus behavior.
- The Executive Director of Support Services in collaboration with Chatham Area Transit (CAT) will develop transportation models to utilize public transit for pupil transportation.
- The Executive Director of Support Services in collaboration with the Superintendent’s Cabinet and transportation vendor will develop an alternative transportation plan for Specialty Programs to reduce cost.
- The Executive Director of Support Services will continue the fleet replacement cycle by purchasing busses and exploring the feasibility of refurbishing older busses.
- The Executive Director of Support Services will explore alternatives for support transportation functions, such as: internal maintenance and routing departments.
- The Executive Director of Support Services in collaboration with the Chief Financial Officer will aggressively assess liquidated damages as outlined in transportation contract.
B. Stewardship of Food Nutrition

a. **Objective:** To increase student participation in the breakfast and lunch program as measured by the Lunch Participation Rate (LPR) and Breakfast Participation Rate (BPR).

   - **Baseline:** SY 2012-13: LPR 68.5% BPR 31.2%
   - **Target:** SY 2016-17: LPR: \( \geq 70\% \), BPR: \( \geq 35\% \)

b. **Objective:** To improve cost efficiency of the School Nutrition Program as measured by Food Cost per Revenue (FCR) and Labor Cost per Revenue (LCR).

   - **Baseline:** SY 2012-13: FCR 36.3% LCR 39%
   - **Target:** SY 2016-17: FCR: \( \leq 37\% \), LCR: \( \leq 45\% \)

**Report:** The Administration shall provide the Board of Education with a presentation on Stewardship of Food Nutrition results for the district and disaggregated by school. If available, three years of historical data will be provided. School-level detailed data shall be provided in an executive summary report.

**Timing:** Presentation will be provided to the Board in September of each year.

**Ownership:** Executive Director, Division of Support Services.

**Responsible:** Director of School Nutrition.

**Strategies/Action Items:**

- The School Nutrition Director will implement a marketing campaign to promote the value of school meals message to students, parents, and school staff. This will include a partnership with Memorial Health to promote the PowerPicks Program.
- The School Nutrition Director will purchase vending machines to serve hot meals for select secondary schools.
- The School Nutrition Director and Coordinators, will provide staff training and enhance cafeteria aesthetics to improve the School Nutrition Program’s services.
- School Nutrition Coordinators will continue to use Meals Per Labor Hour as a productivity index to monitor the efficiency of an operation and as a guide to determine staffing annually and adjust based on participation or service changes.
- School Nutrition Director and Coordinators will monitor Labor Cost per Revenue on the Statement of Revenue and Expenditure report monthly.
- School Nutrition Coordinators will coordinate with principals to ensure appropriate staffing levels are maintained.
- School Nutrition Director will develop protocol for securing substitute employees.
C. Use of Audits

Objective: To use various internal and external audits and program reviews as tools for continuous improvement.

Baseline:

Single Audit Report for the fiscal year ended 6/30/2008:

A. Management provided a planned corrective action to each audit recommendation.
B. Data was not collected to show evidence of progress toward achieving planned corrective action.
C. Three findings from prior years (2006 and 2007) were corrected. One finding from 2006 was partially corrected.
D. No material weakness was reported.

Target (internal or external audit):

a. Management’s response, including planned corrective action, will be included as a part of each audit report whenever possible.

b. External audit conditions will be corrected by the next audit. Internal audit recommendations will be implemented within two years.

Target (single audit):

By 2015, no Material Weaknesses will be reported in the annual Single Audit Report.

Report: All audits (internal or external) will be reported to the Board at the next available meeting. Internal Audit will prepare a summary report of all audit recommendations, corrective actions, and progress toward completion as of June 30 each year.

Timing: Summary report will be provided to the Board at the August meeting.

Ownership: Senior Director of Internal Audit

Responsible: Superintendent’s Leadership Team

<table>
<thead>
<tr>
<th>Summary Report of All Audits Presented to Board</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 07-08</td>
</tr>
<tr>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Material Weaknesses Reported in Annual Single Audit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 07-08</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audit Recommendations Not Implemented Within 1 Year for External Audits or 2 Years for Internal Audits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 07-08</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

| FY 13-14 | FY 14-15 | FY 15-16 | FY 16-17 | FY 17-18 | FY 18-19 | FY 19-20 |
**Strategies/Action Items:**

- Each of the Superintendent’s Cabinet members will respond to audit recommendations (internal and external) with a comprehensive plan to adopt the recommendation or decline the recommendation.
- Management will monitor the progress of each planned corrective action.
- Internal Audit will conduct interviews with those responsible for implementing the adopted recommendations at the end of each school year to produce the annual report.
D. Stewardship of Human Resources

a. **Objective:** The teacher attrition rate* will be no more than 10% for the district and schools will be no more than 10% above the district average.
   
   **Baseline:** SY 2007-08:
   - National average: 16.8 percent
   - District Average: 14.6 percent

   **Target:** SY 2014-15:
   - District: ≤10% teacher attrition rate
   - Schools: ≤ 10% from district’s attrition rate

b. **Objective:** The administrator attrition rate* will be no more than 15% for the district and the classified attrition rate* will be no more than 20% for the district.
   
   **Baseline:** SY 2012-13:
   - Principals and Asst. Principals: 5%
   - Other Administrators: 0%
   - School Classified Staff: 11.7%
   - Other Classified Staff: 13.2%

   **Target:** SY 2014-15:
   - Principals and Asst. Principals: ≤ 15%
   - Other Administrators: ≤ 15%
   - School Classified Staff: ≤ 20%
   - Other Classified Staff: ≤ 20%

c. **Objective:** To maintain a minimum of 98% of all classrooms staffed with highly qualified teachers as measured by the October Certified/Classified Personnel Information (CPI) data collection.
   
   **Baseline:** SY 2008-09: 98.2%

   **Target:** By SY 2014-15: ≥99%

   **Note:** In 2009, baseline reset due to state highly qualified formula change.

d. **Objective:** All middle school core content area teachers will have their Reading endorsement or certification by June 2014 in order to provide literacy intervention strategies.
   
   **Baseline:** SY 2011-12: 120 teachers, 40% of total

   **Target:** By SY 2014-15: 100% of teachers

**Report:** The Administration will provide the Board of Education with a presentation on Human Resources Stewardship showing progress against the above listed objectives. School level data shall be provided in an executive summary report.

**Timing:** Presentation will be provided to the Board in February of each year.

**Ownership:** Executive Director, Division of Human Resources.

**Responsible:** Elementary, K-8, Middle, and High School Principals.

*Attrition rate excludes retirements, terminations, non-renewal of contracts, and deceased employees.
Strategies/Action Items for Teacher Attrition Rate:
- Coordinators at each site will align mentors with new teachers. The coordinators meet two to three times annually. This information will be used each year to determine changes needed in our Induction program THRIVE.
- Performance Standards 2 (School Climate), 5 (Human Resources) and 6 (Staff Evaluations) in the Leader Keys Evaluation System require principals to focus on areas important to the retention of teachers.
- Provide Culturally Diversity workshops for Administrators and other staff need to the district.

Strategies/Action Items for Administrator Attrition Rate:
- Employee Training Needs Assessments will be done by all classified staff to determine their training and support needs.
- New Principal and Assistant Principal training support through programs and mentor support.

Strategies/Action Items for Highly Qualified Teachers:
- Screen applications to ensure only Highly Qualified teachers, Para Professionals and Media Clerks are hired.
- Monitor Long-term substitute usage weekly to ensure Highly Qualified/Certified teachers are filling vacancies. Monitor vacancies to ensure that we are advertising for vacancies.
- Review (September and February) Power School class schedules for each teacher to ensure they are only assigned to courses where they are Certified and Highly Qualified.

Strategies/Action Items for MS Teachers having their Reading Endorsement or Certification:
- Continue to utilize North Georgia College, Metro RESA, and Armstrong State University to deliver Reading Endorsement cohorts. New cohorts start each semester.
E. Stewardship of Facilities

a. **Objective:** To improve the utilization of the District’s facilities as measured by the percentage of capacity used.

**Baseline:** SY 2007-08: See table below

**Target:** Eighty percent of schools will be between 75-90% of capacity* by the end of SY 2014-15. Percentage of capacity will be calculated by dividing FTE1 student count by the student capacity of permanent facilities.

*Capacity baseline range as established by the National Center for Education Statistics (NCES). The DeJong and Associates study (2002) will be used to determine the physical space per schools.

<table>
<thead>
<tr>
<th>Level</th>
<th>Number of Schools</th>
<th>Range</th>
<th>% Achieving Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>47</td>
<td>47% - 186%</td>
<td>29%</td>
</tr>
<tr>
<td>Elementary</td>
<td>29</td>
<td>47% - 186%</td>
<td>31%</td>
</tr>
<tr>
<td>K-8</td>
<td>1</td>
<td>111%</td>
<td>0%</td>
</tr>
<tr>
<td>Middle</td>
<td>10</td>
<td>52% - 121%</td>
<td>40%</td>
</tr>
<tr>
<td>High</td>
<td>7</td>
<td>76% - 137%</td>
<td>29%</td>
</tr>
</tbody>
</table>

b. **Objective:** To improve the efficiency of energy use as measured by the utility cost and consumption by square foot.

**Baseline:** SY20SY 2012-13: See table below

**Target:** Utility cost and consumption at each facility will be identified and analyzed each year. Our target for energy cost is to keep District increases below the applicable rate of inflation by the end of school year 2015. Our target for consumption is to reduce the overall consumption by 5% by the end of school year 2016. Energy cost per sq. ft. will be calculated as the sum of annual energy costs divided by sq. ft. of permanent facilities. Consumption will be measured by total Kilowatt (kWh) consumed divided by sq. ft. of permanent facilities.

<table>
<thead>
<tr>
<th>Level</th>
<th>Square Footage</th>
<th>Energy Cost</th>
<th>Cost Per Sq. Ft.</th>
<th>Consumption (kWh)</th>
<th>Consumption Per Sq. Ft.</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>5,556,090</td>
<td>$4,785,959</td>
<td>$0.94</td>
<td>54,786,844</td>
<td>9.80</td>
</tr>
<tr>
<td>Elementary</td>
<td>1,747,092</td>
<td>$1,490,241</td>
<td>$0.85</td>
<td>15,075,662</td>
<td>8.63</td>
</tr>
<tr>
<td>K-8</td>
<td>1,045,999</td>
<td>$863,474</td>
<td>$0.83</td>
<td>10,294,037</td>
<td>9.84</td>
</tr>
<tr>
<td>Middle</td>
<td>653,221</td>
<td>$528,969</td>
<td>$0.81</td>
<td>5,991,021</td>
<td>9.17</td>
</tr>
<tr>
<td>High</td>
<td>1,696,054</td>
<td>$1,522,859</td>
<td>$0.90</td>
<td>19,755,514</td>
<td>11.65</td>
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<tr>
<td>Other Ed. Centers</td>
<td>244,332</td>
<td>$194,204</td>
<td>$1.26</td>
<td>1,668,848</td>
<td>6.83</td>
</tr>
<tr>
<td>Supporting Facilities</td>
<td>169,392</td>
<td>$186,212</td>
<td>$0.91</td>
<td>1,641,982</td>
<td>9.69</td>
</tr>
</tbody>
</table>
**Report:** Information on capacity usage will be shown as two measures. One based on the Local Facilities Plan and the other will include portable classrooms. Information on per student utilities cost and consumption will be calculated after the CAFR is completed. School level detailed data shall be provided in an executive summary report.

**Timing:** Presentation will be provided to the Board in January of each year.

**Ownership:** Executive Director, Division of Facilities Management.

**Responsible:** Elementary, K-8, Middle, High School Principals, Maintenance/Operations, and Division of Support Services.

**Strategies/Action Items:**

- Executive Director of Facilities Management (in collaboration with Academic Affairs Budgeting Services) will work to optimize existing space use, and use renovation whenever appropriate as an alternative to new construction and expansion.
- Budget Director and Academic Executive Directors will provide enrollment projections to the Facilities Management Executive Director each January to allow sufficient time to accommodate projected increases in enrollment for the following year.
- Executive Director of Facilities Management and Senior Director of Construction will facilitate the completion of a Facilities Conditions Assessment.
- Executive Director, Division of Facilities Management will update and maintain accurate building capacities.
- Update and maintain five years Local Facilities Plan (LFP) to leverage State Capital Outlay funding to accommodate district student growth.
- Senior Director of Maintenance and Operations and Energy Manager will develop and implement an organizational structure that identifies, completes, and monitors energy conservation projects.
- Energy Manager (in collaboration with Principals) will develop a culture of energy awareness throughout the District (incorporate energy conservation aspects into daily activities).
- Energy Manager will develop a performance improvement process using scorecards for school sites and departmental energy conservation activities.
- Energy Manager will evaluate and monitor monthly energy consumption and recommend cost savings initiatives.
STRATEGIC GOAL 3: TO PROVIDE A SAFE AND SECURE ENVIRONMENT FOR STUDENTS AND EMPLOYEES

BOARD ACTIONS TO SUPPORT THIS GOAL:

1. Meet with emergency response and public safety agencies within Chatham County to discuss safe and secure schools.
2. Meet with various constituent groups (such as parent organizations, student and faculty senates, and school councils) to openly discuss the safety and security of our schools.

OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:

A. Student Attendance

Objective: To reduce student absenteeism by decreasing the percentage of students with an absence rate of 5% or higher.

Baseline: SY 2012-13: Students with absent rate ≥ 5%: 28.7%
Target: By SY2016-17: Students with absent rate ≥ 5%: ≤ 19%
Report: The Administration shall provide the Board of Education with a report at the end of the first semester and a presentation at the end of the year that provides absence rate for the district, disaggregated by subgroups. If available, three years of historical data will be provided. School-level detailed data shall be provided in an executive summary report. K-8 schools will be presented in two grade bands, grades 5 and below and grades 6 through 8. Specialty Program attendance will be presented independently from the school.
Timing: Report will be provided to the Board in February and a presentation/report in August of each year.
Ownership: Director of Student Affairs, Division of Academic Affairs.
Responsible: Elementary, K-8, Middle, and High School Principals.
Note: February report will be based on semester 1 data. End of year presentation/report will be based on official student record submitted to The Department of Education.

Strategies/Action Items:
• Executive Directors of School Governance will monitor school based weekly attendance meeting to ensure compliance.
• The Director of Student Affairs (in collaboration with the school social workers) will share more information relative to truancy laws with internal and external stakeholders via community presentations and outreach efforts.
• The Director of Student Affairs (in collaboration with the school social workers) will have more proactive involvement with juvenile and state court to review truancy data via monthly meetings and established communication.
• The School Social Workers and school resource officers will conduct 4 truancy sweeps per school year. Additionally, the team will make routine joint visits to the homes of students with attendance issues.
B. School Discipline

**Objective:** To reduce the number of infractions that give rise to referrals for In School Suspension (ISS)*, Out of School Suspension (OSS), and expulsion.

**Baseline:** SY 2012-13: 14,147 ISS*/OSS suspension and expulsion infractions.

**Target:** By SY 2016-17: ≤11,500 ISS*/OSS suspension and expulsion infractions.

**Report:** The Administration shall provide the Board of Education with a report at the end of semester 1 and a presentation at the end of the year that provides the number and percentage of students referred for ISS*/OSS suspension and /or expulsion, the number and percentage of infractions, both by district and subgroups. If available, three years of historical data will be provided. School-level detailed data will be provided in an executive summary report (Multi-year data for schools to show ISS, OSS, and Expulsions). K-8 schools will be presented in two grade bands, grades 5 and below and grades 6 through 8. Specialty Program discipline will be presented independently from the school.

**Timing:** Report will be provided to the Board in March and a presentation/report in September of end of year data.

**Ownership:** Director of Student Affairs, Divisions of Academic Affairs.

**Responsible:** Elementary, K-8, Middle, and High School Principals.

**Note:** March report will be based on semester 1 data. End of year presentation/report will be based on official student record submitted to The Department of Education.

**Strategies/Action Items:**

- Executive Directors of School Governance will review discipline reports monthly for discussion with the building level administrators and their discipline data teams. School staff will monitor their actions and outcomes and develop effective interventions as necessary to meet the established goals of reducing behavioral infractions.

- Professional Learning, in partnership with the Department of Specialized Instruction, will provide on-going professional development to identify and implement appropriate alternatives to suspension, foster positive relationships with students and parents, and promote a safe and positive school climate.

- The Department of Specialized Instruction will develop and conduct bi-annually evaluations of behavioral referrals and actions to determine causes of these referrals and the effects of disciplinary actions on subgroups. Academic Affairs central staff, in concert with schools, will implement recommended interventions to address district-wide disproportionality concerns.

- Academic Affairs, in partnership with Campus Police, will consult with representatives of area agencies to develop and implement a plan for educating parents on applicable laws, policies, and procedures. This partnership will also empower parents and schools to combat the impact of negative influences that often place children at risk and facilitate parents’ advocacy skills.
C. Emergency Preparedness

Objective: To ensure the preparedness of schools in the event of an emergency/crisis situation by conducting live and simulated exercises at all sites.

Baseline: SY 2007-08: Three school-level live crisis exercises, zero school-level exercises, and 1 centralized crisis mitigation exercise were conducted.

Target:
   a. District will have 100% of schools conduct a minimum of 1 live crisis mitigation exercise and 2 simulated exercises per year.
   b. District will conduct a minimum of 1 centralized crisis mitigation exercise and 2 simulated exercises per year.

Report: The Administration shall provide the Board of Education with a presentation that provides the numbers of Emergency Preparedness exercises conducted, the types of exercises conducted, and a summary of the results of the exercises. School level detailed data shall be provided in an executive summary report.

Timing: Presentation will be provided to the Board in August of each year.

Ownership: Chief of Police, Division of Support Services.

Responsible: Elementary, K-8, Middle, and High School Principals.

Strategies/Action Items:
- Campus Police will conduct staff training on tabletop and functional exercises.
- Campus Police will continue to monitor exercises conducted by each site.
- Campus Police will conduct staff training on Random Administration Inspections (RAI’s).
- Campus Police will develop and train an Emergency Response Team (ERT) for Central office.
- Campus Police will implement the Gang Resistance Education and Training program (G.R.E.A.T.).
D. Weapons and Drugs

**Objective:** To reduce the numbers of weapons and drugs on school campuses as measured by official police reports.

**Baseline:** SY 2007-08: Weapons = 61; Drugs = 91

**Target:** By SY 2014-15, the number of weapons and drug offenses will each be reduced to 45 or less.

**Report:** The Administration shall provide the Board of Education with a quarterly report that provides the numbers of weapons and drugs offenses on school campuses by site.

**Timing:** Quarterly reports will be provided to the Board in writing in October, January, April, and July of each year.

**Ownership:** Chief of Police, Division of Support Services.

**Responsible:** Elementary, K-8, Middle, and High School Principals.

Note: Targets adjusted in SY 2010-11.

**Strategies/Action Items:**

- Campus Police will implement the Crime Stoppers hotline initiative.
- Campus Police will revise Weapon and Drug searches, to include additional searches at certain schools.
- Principals will educate students on the amnesty box.
- Campus Police in collaboration with Principals will hold student assemblies on consequences of weapons and drugs.
E. Student Well-Being

**Objective:** To monitor and improve student well-being within the schools as measured by the Georgia Student Health Survey II, grades 6-12.

**Baseline:** SY 2012-13: 80% positive well-being.

**Target:** By SY 2016-17: 84% positive well-being.

**Report:** The Administration shall provide the Board of Education with a report that lists the psychological, social, and physical well-being of students in grades 6 through 12 for the district, disaggregated by subgroups. If available, three years of historical data will be provided. School-level detailed data shall be provided in an executive summary report.

**Timing:** Presentation and report will be provided to the Board in April of each year.

**Ownership:** Chief Academic Officer and Executive Director of Support Services.

**Responsible:** K-8, Middle, and High School Principals.

**Strategies/Action Items:**

- Executive Directors of School Governance and the Chief Academic Officer will work with school leadership teams to develop and implement transition programs designed to ensure that students develop a readiness to enter their new environments, to reduce anxiety, and to increase resilience.

- Principals of all schools will continue to develop and enhance relationships in schools through the teaching of conflict resolution and other problem-solving skills. They will also promote the use of classroom management strategies that are participatory, democratic, and focused on problem-solving.

- At the direction of the Executive Directors of School Governance, school administrators and school counselors will meet quarterly with students, staff, and families to address topics that impact the social, emotional and behavioral health of students.
STRATEGIC GOAL 4: TO ENGAGE PARENTS AND OTHER COMMUNITY STAKEHOLDERS

BOARD ACTIONS TO SUPPORT THIS GOAL:

1. Discuss and agree to a list of key items regarding the school system that each Board member will use as part of their discussions and presentations with the community.
2. Host town hall meetings within the community and summarize the results at the next regularly scheduled Board meeting.
3. Use online social media to communicate with the community and stakeholders.
4. Attend legislative, community, and agency meetings to enhance and expand collaborative relationships (such as the chamber, SEDA, Chatham County delegation, etc.).
5. Maintain board memberships in various state and national organizations to maximize professional growth and networking opportunities.
6. Annually recognize community partners for their services and contributions made in support of educating Savannah-Chatham students

OBJECTIVES / MEASURES TO SUPPORT THIS GOAL:

A. Engaging our Students’ Parents and the Community

Objective: To increase the level of interaction our schools and district has with parents and members of the community.
Baseline: SY 2011-12: 26 total points.
Target: By SY 2014-15: 34 total points.
The school rubric will determine the level of quality in which each dimension of this objective is attained by the schools. There are ten areas of measurement that have been targeted within the objective, and each area is rated on a value point scale system.
# School Rubric

<table>
<thead>
<tr>
<th>School Rubric</th>
<th>Minimal Progress 0%-24% of Schools (1 point)</th>
<th>Fair Progress 25%-50% of Schools (2 points)</th>
<th>Moderate Progress 51%-79% of Schools (3 points)</th>
<th>Significant Progress 80%-96% of Schools (4 points)</th>
<th>Excellent Progress 97%-100% of Schools (5 points)</th>
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<tbody>
<tr>
<td>Achieves Model PTA status.</td>
<td>Conducts three or more PTA meetings within the school year.</td>
<td>Organizes morale/spirit based parent activities at the school.</td>
<td>Organizes academic based parent activities at the school.</td>
<td>Keeps parents informed using school/parent newsletters.</td>
<td>Keeps parents informed using web-based tools.</td>
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<td>Keeps parents informed using the call-out system.</td>
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<td>Conducts three or more parent conferences within the school year.</td>
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<td>Document parent volunteer hours.</td>
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<td>Principals presents/participates in two or more civic or community events.</td>
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**Report:** The Administration shall provide the Board of Education with a report at the end of semester one and at the end of the school year listing activities conducted at the schools and district that improve parental and community engagement. The reports will include school to parent communication efforts, PTA meetings held, Model PTA status, and activities that encourage parental participation and community connections.  
**Timing:** Report will be provided to the Board in March and September of each year.  
**Ownership:** Communications Manager, Division of Communications and Community Engagement.  
**Responsible:** Elementary, K-8, Middle, and High School Principals.  

**Strategies/Action Items:**
- The Division of Communications will track the number of schools involved in key areas of engagement to measure the quality of interaction taking place across the school system.  
- The Division of Communications will develop 2-3 district level events that engage and inform parents.  
- The Division of Communications will maintain a quality communication system that provides branch communication through phone and email messaging with parents.  
- Schools will seek to develop quality Parent Teacher Associations with the intent to achieve Model PTA Status.
• Parent Facilitators will work to engage, inform, and connect with parents through various communication channels including collateral hand outs and school-based events.

• Schools will work to maintain a quality School Council that meets regularly throughout the year.

• The Division of Communications will support the use of technologies/social medias that provide for effective means of communication with parents and the community.
B. Engaging the Community

**Objective:** To increase the number and value of business, faith community, civic league, post-secondary, and military partnerships.

**Baseline:** SY 2007-08: 319 business partnerships were reported.

**Target:** For SY 2014-15, all schools will have 5 or more partnerships that demonstrate a quality relationship that advances the education of our students.

**Report:** The Administration shall provide the Board of Education with a written report on the number of partnerships by school, disaggregated by support category (training, goods & services, monetary, etc...).

**Timing:** Report will be provided to the Board in August of each year.

**Ownership:** Communications Manager, Division of Communications and Community Engagement.

**Responsible:** Elementary, K-8, Middle, and High School Principals.

**Strategies/Action Items:**

- The Division of Communications will track the number of community groups that partner with the schools each year.
- The Division of Communications will develop 2-3 district level events that seek to inform community partners of the district’s community engagement goals and invite their participation with our schools.
- Schools will work to maintain a quality School Council that meets regularly throughout the year and involves business and community partners.
- The Division of Communications will seek to generate greater awareness of the Community Partnership program through the use of a Community Partner Tool-Kit.
- The Division of Communications will target community events offered through local business and civic organizations that provide the opportunity to generate awareness for the Community Partnership Program.
- The Division of Communications will seek to share great stories that showcase the success of partnerships through a “Community Partner Spotlight” segment that will be featured at School Board Meetings, on sccpss.com, and through media distribution lists.
C. Engagement Through Mentoring & Tutoring

**Objective:** To increase the number of mentors and tutors available to our students.

**Baseline:** SY 2007-08: 1,058 mentors/tutors. (L.O.V.E., 100 Black Men, Big Brother-Big Sister, Fraternities, Sororities, Retired Educators Associations, Community Associations, and Business Organizations, etc.).

**Target:** To increase the number of active mentors/tutors within the District by 10% annually.

**Report:** An annual report will be provided to the Board which shows the number of active mentors/tutors and where they volunteer their services within the District. The report will also show groups/organizations that provide school volunteers.

**Timing:** Report shall be provided to the Board in June of each year.

**Ownership:** Communications Manager, Division of Communications and Community Engagement.

**Responsible:** Elementary, K-8, Middle, and High School Principals.

**Strategies/Action Items:**

- The Division of Communications will track the number of mentors/tutors who partner with the schools each year.
- The Division of Communications will develop 2-3 district level events that seek to inform community partners of the district’s community engagement goals and invite their participation with our schools.
- The Division of Communications will seek to generate greater awareness of the Community Partnership program through the use of a Community Partner Tool-Kit.
- The Division of Communications will target community events offered through local business, civic, and post-secondary organizations that provide the opportunity to generate awareness for the Community Partnership Program.
- The Division of Communications will seek to share great stories that showcase the success of mentors/volunteers through a “Community Partner Spotlight” segment that will be featured at School Board Meetings, on sccps.com, and through media distribution lists.
D. Perceptions of the District

Objective: To improve the overall perception of the District by parents, business partners, and community as measured by an annual climate survey.


Target: By SY 2014-15: See table below.

<table>
<thead>
<tr>
<th>Stake Holders</th>
<th>Academic Achievement</th>
<th>Fiscal Responsibility &amp; Resource Stewardship</th>
<th>Safe &amp; Secure Environment</th>
<th>Community Engagement</th>
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<tbody>
<tr>
<td>Parents</td>
<td>Baseline: 89%</td>
<td>84%</td>
<td>88%</td>
<td>89%</td>
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<td>Target: 90%</td>
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<td>Business Partners</td>
<td>Baseline: 92%</td>
<td>73%</td>
<td>83%</td>
<td>80%</td>
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<td>Target: 93%</td>
<td>76%</td>
<td>85%</td>
<td>82%</td>
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<tr>
<td>Community</td>
<td>Baseline: 75%</td>
<td>60%</td>
<td>64%</td>
<td>68%</td>
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<td></td>
<td>Target: 78%</td>
<td>65%</td>
<td>68%</td>
<td>71%</td>
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Report: The Administration shall provide the Board of Education with a presentation that provides climate survey rating and participation for the district/schools, based on respondents who agree or strongly agree, broken down by parents, business partners, and community.

Timing: Presentation and report will be provided to the Board in May of each year.

Ownership: Communications Manager, Division of Communications and Community Engagement.

Responsible: Elementary, K-8, Middle, and High School Principals.

Strategies/Action Items:
- Utilize strategic communications plan to expand reach through additional communication channels.
- Enhanced Business Partner Program with development of toolkit for schools.
- Expanded Community Partnerships with Chamber of Commerce and SEDA.
- Regular delivery of E-Newsletter “SCCPSS Education Update” for key communicators.
GLOSSARY OF TERMS

This glossary contains definitions of selected terms used in this document for common understanding of the terminology used in the Board of Education’s Accountability System. The glossary is arranged alphabetically with cross-referencing where appropriate.

ACT®
A nationally norm referenced college entrance examination that measures achievement. The ACT® assesses high school students’ general educational development and their ability to complete college-level work. The multiple-choice tests cover four skill areas: English, Mathematics, Reading, and Science. The Writing Test, which is optional, measures skill in planning and writing a short essay. Composite scores and each test score (English, Mathematics, Reading, Science) can range from 1 (low) to 36 (high). The Composite Score is the average of the four test scores, rounded to the nearest whole number.

ADVANCED PLACEMENT (AP)
A program administered by the College Board which consists of college-level coursework completed in a high school setting. Students may be awarded college credit based on their scores on a standardized Advanced Placement test.

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS (ASBO)
ASBO International is a professional association of school business management professionals whose mission is to provide programs and services to promote the highest standards of school business management practices, professional growth, and the effective use of educational resources.
BOARD OF EDUCATION (BOE) The Georgia Constitution places each school system under the management and control of an elected board of education. In Chatham County, the BOE refers to the nine members elected by the public that have policy setting authority, the ability to significantly influence operations, and primary responsibility for fiscal matters.

BUDGET A plan of financial operations embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing. The budget contains supporting schedules detailing the proposed expenditures and means of financing with comparisons to prior years’ actual revenues and expenditures.

CAFR Comprehensive Annual Financial Report. The CAFR contains the annual financial statements that are audited by the external auditors.

CAPACITY A measure of the number of children who can be adequately served for educational purposes in a permanent school facility. It does not include portable classroom space.

COLLEGE AND CAREER READY PERFORMANCE INDEX (CCRPI) CCRPI is part of Georgia’s new comprehensive education reform plan. The new accountability measure has multiple indicators to determine state, district, and school performance. A numerical score out of 100 is given based on three components; Achievement (60 points max), Growth Progress (25 points max), and Gap Closure (15 points max). Schools and districts can also earn 10 additional points through challenge points in the areas of...
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td><strong>Subgroup Performance and ETBs (Extending The Bar).</strong></td>
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<td><strong>CHANGE ORDER</strong></td>
<td>Alteration, addition to, or deduction from the original scope of work as defined by the contract documents to address changes or unforeseen conditions prior to project completion.</td>
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<td><strong>COMMON CORE GPS (CCGPS)</strong></td>
<td>CCGPS are a set of core standards created by a consortium of 47 states for the purpose of aligning English language arts and mathematics curricula across multiple states. These standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace.</td>
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<td><strong>END OF PATHWAY ASSESSMENT (EOPA)</strong></td>
<td>EOPA is a measure of technical skill attainment through the successful passing of a national, industry-recognized exam, state licensure exam, national occupational assessment, or state-developed occupational assessment.</td>
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<td><strong>FISCAL YEAR (FY)</strong></td>
<td>A twelve-month period beginning July 1 and ending June 30 to which the annual budget applies and at the end of which the District determines its financial position and the results of its operations.</td>
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<td><strong>GOAL</strong></td>
<td>A statement of broad direction, purpose or intent based on the needs of the community.</td>
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</table>
The Georgia Milestones Assessment System (GMAS) is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards (CCGPS) in language arts, mathematics, science, and social studies. Students in grades 3 through 8 will take an end-of-grade (EOG) assessment in each content area, while high school students will take an end-of-course (EOC) assessment for each of the eight courses designated by the State Board of Education.

Features the Georgia Milestone Assessment System include:

- open-ended (constructed-response) items in language arts and mathematics (all grades and courses);
- a writing component (in response to passages read by students) at every grade level and course within the language arts assessment;
- norm-referenced items in all content areas and courses, to complement the criterion-referenced information and to provide a national comparison; and
- transition to online administration over time, with online administration considered the primary mode of administration and paper-pencil as back-up until the transition is complete.
GOVERNOR’S OFFICE OF STUDENT ACHIEVEMENT (GOSA)  This organization strives to increase student achievement and school completion across GA through communication of statewide data.

GOVERNMENT FINANCE OFFICERS ASSOCIATION (GFOA)  A professional organization whose purpose is to enhance and promote the professional management of governments for the public benefit by identifying and developing financial policies and practices and promoting them through education, training and leadership.

GRADUATION RATE  In Georgia, the graduation rate is calculated using the Cohort Rate formula (CRF) and the five year extended formula. The CRF is based on the percent of students from an entering 9th grade cohort who graduated with a regular/advanced diploma within four years. The five year extended rate formula extends CRF for an additional year, capturing fifth year graduates. Both formulas do not include Certificates of Attendance or Special Education diplomas.

HIGHLY QUALIFIED  An NCLB definition that means core content teachers who are teaching in the field in which they are properly certified and have demonstrated proficiency in the content area by completion of a state approved content assessment.

INFRACTION  An action that is in violation of the Student Code of Conduct.

INTERNATIONAL BACCALAUREATE (IB)  A rigorous program that allows students to earn an internationally recognized high school diploma.
LEXILES  A statistical tool used for measuring the comprehensibility of text through Semantic (meaning) and Syntax (sentence structure).

L.O.V.E.  Landings Outreach Volunteers in Education, a local volunteer mentoring group.

MEASURES OF ACADEMIC PROGRESS (MAP)  MAP is a Math progress monitoring tool used in grades 2 through 8 for tracking student growth. It is administered three to four times a year and assists teachers with creating instructional grouping and proving differentiated instruction.

MATERIAL WEAKNESS  A deficiency in the design or operation of internal controls such that the controls are not likely to prevent or detect a material misstatement of the financial statements.

NIMS  The National Incident Management System (NIMS) was created in 2004 by the Department of Homeland Security as required by Homeland Security Presidential Directive.

OBJECTIVE  Something to be accomplished in specific, well-defined, and measurable terms and that is achievable within a specific time frame.

PTA  Parent Teacher Association. The PTA at the local level is linked to the state PTA and National PTA, forming a nationwide network of members working on behalf of children and youth. Although a school’s principal works closely with the PTA, the PTA is an independent entity that is not linked directly to the school District.
Rasch unit (RIT)  
RIT is the NWEA MAP scale used in the measure of academic progress over time.

SCHOLASTIC READING INVENTORY (SRI)  
SRI is a Reading progress monitoring tool used in grades 2 through 8 for tracking student growth. It is administered three to four times a year and assists teachers with creating instructional grouping and proving differentiated instruction.

SCHOLASTIC APTITUDE REASONING TEST (SAT)  
The Scholastic Aptitude Reasoning Test is a nationally norm-referenced college entrance examination to measure ability produced by the College Board. Possible scores on the SAT range from 600 to 2400 by combining test results from three 800-point sections (math, critical reading, and writing). The SAT is typically taken by high school juniors and seniors.

TEACHER ATTRITION RATE  
The number of teachers who left their school due to resignation, transfer, retirement, termination, death or nonrenewal at a point in time, divided by the total number of teachers at that school at that same point in time.
District Organization

- **Community**
  - The Board of Public Education
  - Internal Audit

- Thomas B. Lockamy, Jr., Ed.D.
  Superintendent of Schools
  Phone: (912) 395-5600

- David Fields
  Chief of Staff
  Phone: (912) 395-5585

- David Feliciano
  Chief of Data & Accountability
  Phone: (912) 395-5598

- Tammy Perkins
  Executive Director of Support Services
  Phone: (912) 395-5542

- Kurt Hetager
  Manager of Communications and Community Engagement
  Phone: (912) 395-5538

- M. Ann Levett, Ed.D.
  Chief Academic Officer
  Phone: (912) 395-5592

- Rebecca McClain
  Chief Financial Officer
  Phone: (912) 395-5543

- Vanessa Miller-Kaigler
  Executive Director of Facilities Management
  Phone: (912) 395-3000
### SUMMARY OF REPORTS AND PRESENTATIONS

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<tr>
<th>Strategic Goals</th>
<th>Goal 1: To Ensure All Students are College and Career Ready (Academic Achievement)</th>
<th>Goal 2: To Ensure Fiscal Responsibility and Effective Resource Stewardship</th>
<th>Goal 3: To Provide a Safe and Secure Environment for Students and Employees</th>
<th>Goal 4: To Engage Parents and Other Community Stakeholders</th>
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<tr>
<td></td>
<td>1.B. GMAS EOG</td>
<td>2.B. Stewardship of Food Nutrition</td>
<td>2.D. Stewardship of Human Resources</td>
<td>4.B. Engaging the Community</td>
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