

2009-2010 Lake Joy Primary School
Houston County School System
Strategic Improvement Plan (SIP)

HCSOE GOAL AREA	PERFORMANCE OBJECTIVE	INITIATIVE	ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE	FUNDING/ BUDGET
1: Student Achievement	1.1: Ensure mastery of the Standards	1.1.A: Provide high quality instruction that is aligned with the Georgia Performance Standards and other identified curriculum standards	<p>1.1. A 1-Maintain the use of aligned common assessments, curriculum maps, units of study to drive instruction for all grade levels in each content area</p> <p>1.1 A2-Continually review curriculum instruction assessment resources on SharePoint</p> <p>1.1 A3-Provide instructional assistance through support personnel</p>	<p>1.1.A1. % of student mastering assessments at 90% and/or above Target: 80%</p> <p>1.1A1/1.1A2 % of teachers who utilize SharePoint for instructional resources Target: 100% (Internal measure/non-negotiable)</p> <p>1.1A1-% increase for sub-populations scoring in the meets and exceeds on the CRCT Target: 3% or more</p> <p>Reading: ESOL: 82% SWD: 89% Hispanic: 85%</p> <p>ELA ESOL: 82% SWD: 76% Hispanic-81%</p> <p>Math ESOL: 95% SWD: 87% Hispanic: 95%</p> <p>1.1A1-A target of 85% of kindergarten students will meet or exceed 90% of the standards on the GKIDS</p> <p>1.1A3-% of meetings w/support personnel & regular education teachers.</p>	<p>*Administrators *BST *Classroom Teachers *Support Teachers</p>	\$0

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1: Student Achievement	1.1: Ensure mastery of the Standards	1.1.B: Develop high and clear expectations for all students by implementing standards-based classroom processes	1.1 B1 -Use of Common assessments 1.1 B2 -Fully implement standards-based classroom practices 1.1 B3 -Instruction is differentiated and planned for student differences	1.1 B1/1.1B2/1.1B3 100% of classrooms implementing standard-based instructional practices as measured by E-Walks (non-negotiable) 1.1 B1/1.1B2/1.1B3 100% of students will demonstrate growth on benchmark assessments through progress monitoring (Internal measure)	*Administrators *BST *Classroom Teachers *Support Teachers	\$0
1: Student Achievement	1.1: Ensure mastery of the Standards	1.1.C: Implement a balanced assessment approach to include diagnostic, formative, and summative assessments to design and adjust instruction to maximize student achievement	1.1 C1 -Develop and implement formative assessments to assist teachers in adjusting instruction 1.1. C2 -Continue to utilize Enrichment and Tutorial sessions to provide intervention for students to address weaknesses and support accelerating learning	1.1 C1/1.1C2 % of teachers utilizing common assessments to drive instruction (Internal measure) Target: 100% 1.1 C 1/1.1C2 % of grades 1 st and 2 nd meeting or exceeding standards on Reading, Math and Language Arts assessments (Balanced Score Card) Target: 98%	1.1C1 *Classroom Teachers *Support Teachers 1.1C2 *Administrators *Classroom Teachers *Support Teachers	\$0

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1: Student Achievement	1.2: Guarantee Student Success	1.2.A: Utilize effective pyramids of intervention based on identified student needs.	<p>1.2 A 1: Implementation of SST Response to Intervention (RTI) processes</p> <p>1.2 A 2: Ensure the implementation of effective remedial/acceleration interventions during the school day</p>	<p>1.2 A.1: % of students retained per grade level Target: 5% or less</p> <p>1.2A2 % of teachers utilizing common assessments to drive instruction (Internal measure) Target: 100%</p>	<p>1.2A1 *Administrators *Classroom Teachers *Counselor *SST Clerk</p> <p>1.2A2 *Administrators *Classroom Teachers *Support Teachers *Focus and Special Education Teachers</p>	\$0

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1: Student Achievement	1.3: Close the achievement gap between subpopulations	1.3.A: Provide formalized processes of intervention for identified subpopulations	<p>1.3 A 1: Utilize disaggregated data on school and grade level subpopulations to include ESOL, SWD, and Hispanic</p> <p>1.3 A 2: Continue the use of instruction where appropriate through the co-teaching inclusion model</p> <p>1.3 A 3: Ensure collaboration among instructional coaches and classroom teachers to support quality instruction</p>	<p>1.3 A1 : % of students in each subpopulation passing Reading, ELA and Math CRCT grades 1 & 2 (Internal measure)</p> <p>Target</p> <p>Reading: ESOL: 82% SWD: 89% Hispanic: 85%</p> <p>ELA ESOL: 82% SWD: 76% Hispanic-81%</p> <p>Math ESOL: 95% SWD: 87% Hispanic: 95%</p> <p>1.3 A2/1.3A3: % of meetings jointly attended by instructional coaches and classroom teachers Target: 90% attendance at bi-weekly meetings (Internal measure/non-negotiable)</p>	<p>1.3A1 1.3A2 *Administrators *BST *Classroom Teachers *Support Teachers *Special Education Teachers</p> <p>1.3A3 *Administration *Classroom Teachers *Support Teachers</p>	\$0

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2: Student and Stakeholder Engagement	2.1: Ensure a safe and enriching school environment	2.1.A: Develop a systematic approach to providing a safe learning environment for all stakeholders	<p>2.1. A.1 Review/implement school/system safety plan, policies and procedures</p> <p>2.1.A 2 Provide PreK-2 instruction in violence and drug prevention, personal health, and safety</p>	<p>2.1. A1: % of safety drills conducted according to system and state guidelines Target: 100%</p> <p>2.1.A2: % of students participating in Second Step, Character Education, and Red Ribbon activities Target: 100% Internal measure/ non-negotiable</p>	<p>2.1A1 *Administrators *Classroom Teachers *All Staff Members</p> <p>2.1A2 *Administrators *Classroom Teachers *Counselor *SST Clerk *PE teacher *MedTech</p>	<p>2.1A1 \$0</p> <p>2.1A2 \$3,000 (materials for programs)</p>

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2: Student and Stakeholder Engagement	2.1: Ensure a safe and enriching school environment	2.1.B: Implement processes to promote positive student engagement	<p>2.1. B.1: Implement student attendance policy</p> <p>2.1.B.2: Implement Second Step prevention program</p> <p>2.1.B.3: Recognize student achievement</p>	<p>2.1. B.1: % of students absent 15 days or less Target:90%</p> <p>2.1.B.2: % of Second Step Data (Internal measure) Target: 100%</p> <p>2.1.B.3: % of students receiving academic and monthly school recognition (Internal measure) Target: 90%</p>	<p>2.1B1 *Administrators *Classroom Teachers *ATS Clerk 2.1B2 *Counselor *Classroom Teachers 2.1B3 *Administrators *Classroom Teachers *Support Teachers *PE teacher</p>	<p>2.1B11 \$0</p> <p>2.1B2 2.1B3 combined \$3,000) (previously allocated in 2.1A2)</p>
2: Student and Stakeholder Engagement	2.2: Encourage student and stakeholder involvement	2.2.A: Increase the opportunities for parents to support their student's academic growth	<p>2.2.A 1: Provide parent information through school website</p> <p>2.2. A2: Provide opportunities and researched-based strategies for parental involvement</p>	<p>2.2.A.1: # of updates to website Target: 12</p> <p>2.2.A.2:% of parents agreeing that our school provides various opportunities for involvement through the use of a parent survey Target: 85%</p>	<p>2.2A1 *Administrators *PTO *Media Specialist 2.2A2 *Administrators *Classroom Teachers</p>	<p>2.2A1 \$0</p> <p>2.2A2 \$100 (printing costs)</p>

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2: Student and Stakeholder Engagement	2.2: Encourage student and stakeholder involvement	2.2.B: Provide system and school communication to stakeholders	2.2.B.1: Provide ongoing communication	2.2.B.1: # of newsletters, website, and call-outs Target: Monthly/as needed	*Administrators *Classroom teachers *Support Teachers *PTO	\$1,000 (printing costs)
3: Organizational Effectiveness	3.1: Facilitate and monitor organizational processes					
3: Organizational Effectiveness	3.2: Ensure effective personnel processes	3.2.A: Recruit and retain high-quality certified and classified staff, particularly in critical shortage areas.	3.2.A.1: Pursue highly-qualified teachers and paraprofessionals	3.2.A.1: % of highly qualified teachers and paraprofessionals Target: 100%	*Administrators	\$0

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3: Organizational Effectiveness	3.3: Maintain efficient financial processes	3.3.A: Ensure efficient fiscal management processes are utilized	<p>3.3.A.1: Facilitate budgets aligned with school improvement plan</p> <p>3.3.A.2: Reduce current consumption of kilowatts per square foot through energy education/conservation</p>	<p>3.3.A.1: # of audit findings Target: Very Good/Highest Rating based on # of findings</p> <p>3.3.A.2: % of Perfect Energy Shutdowns Target: 100% rating</p>	<p>3.3A1 *Administrators *Bookkeeper *BST</p> <p>3.3A2 *Entire Staff</p>	<p>3.3A1 \$0</p> <p>3.3A2 \$0</p>
4. Learning and Growth	4.1: Provide valuable professional learning	4.1.A: Provide leaders with professional learning focused on producing high achieving students	<p>4.1.A.1: Maintain a culture that supports the system belief that student failure is not an option/all children can learn everyday</p> <p>4.1.A.2: Continue monthly professional learning sessions with administrators, teams, grade level and BST</p>	<p>4.1.A.1/4.1A2: # of PLC meetings with teams, grade level, school staff and BST Target: Team-Weekly Grade Level-Monthly BST: Monthly Faculty-Monthly</p>	<p>4.1A1 *Entire Staff</p> <p>4.1A2 *Administrators *BST *Classroom Teachers *Support Teachers</p>	<p>4.1A1 \$0</p> <p>4.1A2 \$2,000 (Cost of substitute teachers)</p>

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4. Learning and Growth	4.1: Provide valuable professional learning	4.1.B: Provide teachers with opportunities to participate in professional learning communities focused on producing high achieving students	<p>4.1.B.1: Continue monthly professional learning sessions with administrators, teams, grade level and BST to increase teacher effectiveness as related to student achievement</p> <p>4.1.B.2: Provide teacher team time for Professional Learning</p> <p>4.1.B.3: Develop and implement vertical team planning</p> <p>4.1.B.4: Facilitate regular education teacher awareness on best practices utilizing WIDA standards related to ESOL</p>	<p>4.1.B.1/4.1B2: # of professional learning sessions provided Target: Team-Weekly Grade Level-Monthly BST: Monthly Faculty-Monthly</p> <p>4.1.B.3: # of opportunities for teachers to participate in vertical team planning Target: Twice a year</p> <p>4.1.B.4: % of general education teachers trained in the WIDA standards Target: 100%</p>	<p>4.1B1 4.1B2 4.1B3 *Administrators *BST *Classroom Teachers *Support Teachers</p> <p>4.1B4 *Administrators *Classroom Teachers *ESOL Teachers</p>	<p>4.1B1 4.1B2 4.1B3 \$2,000 (previously allocated in 4.1A2)</p> <p>4.1B4 \$0</p>
4. Learning and Growth	4.1: Provide valuable professional learning					

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4. Learning and Growth	4.1: Provide valuable professional learning	4.1.C: Provide classified staff with professional learning focused on producing high achieving students	4.1.C.1: Continue job-embedded training with administrators to increase awareness of best instructional practices	4.1.C.1: # of classified staff members who participate in the school-based Professional Learning Days Target: Two	*Administrators *Classroom Teachers *Classified Staff (Paraprofessionals)	\$0
4. Learning and Growth	4.2: Enhance continuous improvement processes	4.2.A: Build capacity for continuous improvement by ensuring that research-based practice is common practice in the Houston County School System	4.2.A.1: Review and revise the School Strategic Improvement Plan with Better Seeking Team 4.2.A.2: Monitor alignment, initiatives, and performance measures of our School Improvement Plan (living, breathing document)	4.2.A.1: % of BST members attending the Leadership Summit/providing shared decision making Target: 95% 4.2.A.2: % School Improvement Plan is used to drive decision-making during meetings as stated in the agenda Target: 100% (Internal measure/non-negotiable)	*Administrators *BST	\$0