

## 2009-2010 Westside Elementary Houston County School System Strategic Improvement Plan (SIP)

| HCBOE<br>GOAL AREA     | PERFORMANCE<br>OBJECTIVE             | INITIATIVE   | ACTIONS  | PERFORMANCE MEASURES  | PERSON(S)<br>RESPONSIBLE  | FUNDING/<br>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 | 1.1.A.1: Utilize aligned HCBOE curriculum maps and units of study for all grade levels and all content areas<br>1.1.A.4: Provide collaborative planning utilizing the GPS for teachers, support staff, county and school coaches<br>1.1.A.5: Develop and implement formative assessments to assist teachers in adjusting instruction | 1.1.A: Increase % of students meeting/exceeding on the Reading portion of CRCT (Balanced Scorecard)<br>Target:<br>-3 <sup>rd</sup> 88% to 93%<br>-4 <sup>th</sup> 85% to 90%<br>-5 <sup>th</sup> 74% to 80%<br>1.1.A: Increase % of students meeting/exceeding on the Mathematics portion of CRCT (Balanced Scorecard)<br>Target:<br>-3 <sup>rd</sup> 57% to 74%<br>-4 <sup>th</sup> 64% to 70%<br>-5 <sup>th</sup> 83% to 86%<br>1.1.A: Teacher lesson plans and planning minutes (Internal Measure)<br>1.1.A: Classroom Assessment Results (Balanced Scorecard) | <ul style="list-style-type: none"> <li>• Administration</li> <li>• HQ Teachers</li> <li>• Literacy Coach</li> <li>• Math Coach</li> <li>• SPED Teacher</li> <li>• Achievement Specialist</li> <li>• EIP Reading and Math Teachers</li> <li>• ESOL teacher</li> <li>• BST</li> </ul> |                    |

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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.B.1: Implement common instructional frameworks that ensure standards are explicit and referenced often<br>1.1.B.2: Develop and implement non-graded formative assessments to assist teachers in adjusting and providing corrective instruction<br>1.1.B.3: Ensure the language of the standards is expressed in student interactions and products<br>1.1.B.4: Provide feedback to students that is aligned to GPS standards and provides specific strengths and next steps<br>1.1.B.5: Differentiate instruction to meet the needs of all students<br>1.1.B.6: Rigor is pervasive – Provide strategies that emphasize and encourage all learners to use higher order thinking skills | 1.1.B: Increase % of teachers meeting system standards-based classroom non-negotiables during walkthroughs (Balanced Scorecard)<br>Target: 100%<br>1.1.B: Increase % of students meeting/exceeding on the Reading portion of CRCT (Balanced Scorecard)<br>Target:<br>-3 <sup>rd</sup> 57% to 93%<br>-4 <sup>th</sup> 64% to 90%<br>-5 <sup>th</sup> 83% to 80%<br>1.1.B: Increase % of students meeting/exceeding on the Mathematics portion of CRCT (Balanced Scorecard)<br>Target:<br>-3 <sup>rd</sup> 88% to 74%<br>-4 <sup>th</sup> 85% to 70%<br>-5 <sup>th</sup> 74% to 86%<br>1.1.B: Classroom Assessment Results (Balanced Scorecard) | <ul style="list-style-type: none"> <li>• Administration</li> <li>• HQ Teachers</li> <li>• Literacy Coach</li> <li>• Math Coach</li> <li>• SPED Teacher</li> <li>• Achievement Specialist</li> <li>• EIP Reading and Math Teachers</li> <li>• ESOL teacher</li> <li>• BST</li> </ul> |                    |

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| 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.C.1: Develop and implement formative assessments to assist teachers in adjusting instruction<br>1.1.C.2: Continue to utilize system-level benchmarks in reading and math to measure progress and identify needs of all students<br>1.1.C.3: Develop and implement, Wildcat TEAM Time, a daily in-school school wide remediation/enrichment time (8-Step Process)<br>1.1.C.4: Utilize STEEP, Fast ForWord and Classworks software to target individual student needs<br>1.1.C.5: Develop and implement, Wildcat TEAM Time, a daily in-school school wide remediation/enrichment time (8-Step Process) | 1.1.C: Increase % of teachers implementing and using formative assessments to assist with instruction (Internal Measure)<br>Target: 100%<br>1.1. C: Minutes from collaborative/grade level planning, parent-teacher conferences, grade-level meetings, surveys, etc. (Internal Measure)<br>1.1.C: Increase % of students meeting/exceeding on the Reading portion of CRCT (Balanced Scorecard)<br>Target:<br>-3 <sup>rd</sup> 57% to 93%<br>-4 <sup>th</sup> 64% to 90%<br>-5 <sup>th</sup> 83% to 80%<br>1.1.C: Increase % of students meeting/exceeding on the Mathematics portion of CRCT (Balanced Scorecard)<br>Target:<br>-3 <sup>rd</sup> 88% to 74%<br>-4 <sup>th</sup> 85% to 70%<br>-5 <sup>th</sup> 74% to 86%<br>1.1.C: Classroom Assessment Results (Balanced Scorecard) | <ul style="list-style-type: none"> <li>• Administration</li> <li>• HQ Teachers</li> <li>• Literacy Coach</li> <li>• Math Coach</li> <li>• SPED Teacher</li> <li>• Achievement Specialist</li> <li>• EIP Reading and Math Teachers</li> <li>• ESOL teacher</li> <li>• BST</li> <li>• Support Staff</li> </ul> |                    |

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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 | 1.2.A.1: Identify a common set of interventions for all learners<br>1.2.A.2: Implement effective remedial/acceleration interventions during the school during the school day<br>1.2.A.3: Utilize the STEEP assessment and progress monitoring program<br>1.2.A.4: Provide and utilize an instructional paraprofessional and an intervention counselor to assist with academic and behavioral needs of students<br>1.2.A.5: Provide professional learning on RTI, progress monitoring and interventions<br>1.2.A.6: Develop and implement, Wildcat TEAM Time, a daily in-school school wide remediation/enrichment time (8-Step Process) | 1.2.A: Increase % of students meeting/exceeding on the STEEP progress monitoring assessment (Internal Measure)<br>Target: 15% increase<br>1.2.A: Decrease the % of students needing CRCT remediation (Internal Measure)<br>1.2.A: Increase % of students meeting goals on STEEP assessments (Internal Measure)<br>1.2.A: Increase % of students meeting/exceeding on the Reading portion of CRCT (Balanced Scorecard)<br>Target:<br>-3 <sup>rd</sup> 57% to 93%<br>-4 <sup>th</sup> 64% to 90%<br>-5 <sup>th</sup> 83% to 80%<br>1.2.A: Increase % of students meeting/exceeding on the Mathematics portion of CRCT (Balanced Scorecard)<br>Target:<br>-3 <sup>rd</sup> 88% to 74%<br>-4 <sup>th</sup> 85% to 70%<br>-5 <sup>th</sup> 74% to 86% | <ul style="list-style-type: none"> <li>• Administration</li> <li>• HQ Teachers</li> <li>• Literacy Coach</li> <li>• Math Coach</li> <li>• SPED Teacher</li> <li>• Achievement Specialist</li> <li>• EIP Reading and Math Teachers</li> <li>• ESOL teacher</li> <li>• BST</li> <li>• Counselor</li> <li>• SST Clerk</li> </ul> |                    |

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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 | 1.3.A.1: Provide teachers with disaggregated data on school subpopulations<br>1.3.A.2: Provide co-teaching instruction/inclusion model with SWD when possible<br>1.3.A.3: Develop and implement learning strategies to support EIP, SWD and ESOL students<br>1.3.A.4: Provide collaborative planning time for support staff and classroom teachers to plan instruction<br>1.3.A.5: Utilize the HCLI to guide reading instruction<br>1.3.A.6: Provide post-CRCT remediation in reading and math during the school day for targeted students<br>1.3.A.7: Provide and utilize an instructional paraprofessional and an intervention counselor to assist with academic and behavioral needs of students<br>1.3.A.8: Develop and implement, Wildcat TEAM Time, a daily in-school school wide remediation/enrichment time (8-Step Process) | 1.3.A: Increase % of EIP, SWD, and AA students passing math and Reading CRCT grades 1-5 (Internal measure)<br>Target: -2 <sup>nd</sup> grade African American student math to 79%<br>-5 <sup>th</sup> grade African American students math to 82%<br>-3 <sup>rd</sup> -5 <sup>th</sup> Students with disabilities (SWD) math to 70%<br>-3 <sup>rd</sup> -5 <sup>th</sup> Students with disabilities (SWD) reading to 70%<br>1.3. A: Scheduling of collaboration and classes with SWD, EIP, and AA. (Internal measure)<br>1.3.A: Decrease # of students participating in targeted CRCT Remediation (Internal Measure) | <ul style="list-style-type: none"> <li>● Administration</li> <li>● HQ Teachers</li> <li>● Literacy Coach</li> <li>● Math Coach</li> <li>● SPED Teacher</li> <li>● Achievement Specialist</li> <li>● EIP Reading and Math Teachers</li> <li>● ESOL teacher</li> <li>● BST</li> <li>● Counselor</li> </ul> |                    |

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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 | 2.1.A.1: Review and update school safety plan, policies and procedures<br>2.1.A.2: Perform regularly planned safety inspections and drills<br>2.1.A.6: Provide instruction on violence and drug prevention, personal health, and safety <ul style="list-style-type: none"> <li>• Implement the Second Step Anti-Violence program</li> <li>• Hodac drug prevention Kindergarten-third grade</li> <li>• ADVANCE program in fifth grade</li> <li>• Body safety program Kindergarten-fifth grade</li> </ul> 2.1.A.7: Review and update school discipline plan<br>2.1.A.8: Provide and utilize an intervention counselor to assist with academic and behavioral needs of students | 2.1.A: Updated safety plans (Internal measure)<br>2.1.A: Conduct code drills at least once a semester (Internal measure)<br>2.1.A: Conduct tornado, fire drills and bomb threats according to state and system guidelines (Internal measure)<br>2.1.A: Decrease # of discipline referrals<br>Target: 25% | <ul style="list-style-type: none"> <li>• Administration</li> <li>• HQ Teachers</li> <li>• Literacy Coach</li> <li>• Math Coach</li> <li>• SPED Teacher</li> <li>• Achievement Specialist</li> <li>• EIP Reading and Math Teachers</li> <li>• ESOL teacher</li> <li>• BST</li> <li>• Counselor</li> <li>• Students</li> <li>• Stakeholders</li> <li>• ADVANCE officer</li> </ul> |                    |

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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 | 2.1.B.1: Monitor and recognize student attendance<br>2.1.B.2: Provide conflict resolution and peer mediation strategies and small groups through an intervention counselor<br>2.1.B.3: Implement Second Step prevention program in third-fifth grade and continue in Kindergarten-second grade<br>2.1.B.5: Recognize student success <ul style="list-style-type: none"> <li>• All-Star Behavior Celebrations</li> <li>• Awards Night</li> <li>• Honor Roll Reception</li> <li>• Accelerated Reader Celebrations</li> <li>• Star Student of the Week</li> </ul> 2.1.B.6: Steps to Respect Bullying Program third-fifth grade and bullying prevention in Kindergarten-second grade<br>2.1.B.7: ADVANCE Program for 5 <sup>th</sup> grade | 2.1.B: Increase % of students absent 15 days or less (Balanced Scorecard)<br><b>Target:</b><br>2.1.B: Implement Second Step Program with 100% participation (Internal Measure)<br>Target: 100%<br>2.1.B: Increase number of students recognized during All-Star Behavior Celebrations (Internal Measure)<br>2.1.B: Increase % of students attending Accelerated Reader Celebrations (Internal Measure)<br>2.1.B: Decrease # of discipline referrals<br>Target: 25% | <ul style="list-style-type: none"> <li>• Administration</li> <li>• HQ Teachers</li> <li>• Literacy Coach</li> <li>• Math Coach</li> <li>• SPED Teacher</li> <li>• Achievement Specialist</li> <li>• EIP Reading and Math Teachers</li> <li>• ESOL teacher</li> <li>• BST</li> <li>• Counselor</li> <li>• ADVANCE Officer</li> </ul> |                    |

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| 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 | 2.2.A.1: Provide parent information through school website, daily agendas, school newsletters<br>2.2.A.3: Provide the opportunity for parental involvement <ul style="list-style-type: none"> <li>• Math and Science Night</li> <li>• Curriculum Night</li> <li>• ESOL Family Night</li> <li>• CRCT Information Night</li> <li>• Make and Take Workshop</li> <li>• Classroom Observations</li> </ul> 2.2.A.4: Utilize parent coordinator as a liaison between home, school and community<br>2.2.A.5: Expand researched-based strategies for parent involvement (NNPS Action Plan) | 2.2.A: Increase parent attendance at school activities (Internal Measures) | <ul style="list-style-type: none"> <li>• Administration</li> <li>• HQ Teachers</li> <li>• Literacy Coach</li> <li>• Math Coach</li> <li>• SPED Teacher</li> <li>• Achievement Specialist</li> <li>• EIP Reading and Math Teachers</li> <li>• ESOL teacher</li> <li>• BST</li> <li>• Parent Coordinator</li> <li>• Counselor</li> </ul> |                    |

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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 parent information through school website, daily agendas, school newsletters<br>2.2.B.2: Provide ongoing communication and acknowledgement of school accomplishments<br>2.2.B.3: Promote and communicate school goals and targets<br>2.2.B.5: Maintain updated information on local television<br>2.2.B.6: Routinely send home student work and progress reports<br>2.2.B.7: Publish and send home a school newspaper every nine weeks<br>2.2.B.8: Utilize parent coordinator as a liaison between home, school and community<br>2.2.B.9: Expand researched-based strategies for parent involvement (NNPS Action Plan)<br>2.2.B.10: Establish and maintain Parent Teacher Organization (PTO) | 2.2.B: Increase % of stakeholder satisfaction regarding communication SAI Report (Internal Measure) | <ul style="list-style-type: none"> <li>● Administration</li> <li>● HQ Teachers</li> <li>● Literacy Coach</li> <li>● Math Coach</li> <li>● SPED Teacher</li> <li>● Achievement Specialist</li> <li>● EIP Reading and Math Teachers</li> <li>● ESOL teacher</li> <li>● BST</li> <li>● Parent Coordinator</li> <li>● Counselor</li> </ul> |                    |

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| 3: Organizational<br>Effectiveness | 3.2: Ensure effective<br>personnel processes   | 3.2.A: Recruit and<br>retain high-quality<br>certified and<br>classified staff,<br>particularly in<br>critical shortage<br>areas | 3.2.A.1: Provide learning opportunities<br>for faculty and staff<br>3.2.A.2: Maintain 100% highly<br>qualified teachers<br>3.2.A.3: Attend HCBOE Job Fair to<br>recruit new staff  | 3.2.A: Increase teacher retention<br>rate<br>3.2.A: Increase teacher<br>satisfaction on SAI Report | Admin<br>HQ Teachers  |                    |
| 3: Organizational<br>Effectiveness | 3.3: Maintain efficient<br>financial processes | 3.3.A: Ensure<br>efficient fiscal<br>management<br>processes are<br>utilized   | 3.3.A.1: Facilitate budgets aligned<br>with improvement plans and<br>collaborative budgeting between the<br>system and school in all aspects of<br>fiscal management and resource<br>distribution<br>3.3.A.2: Attend financial workshop<br>3.3.A.3: Participate in county audits | 3.3.A: Title 1 Budget<br>3.3.A: Decrease # of audit findings                                       | <ul style="list-style-type: none"> <li>• Administration</li> <li>• Secretary</li> </ul> |                    |

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| 4. Learning and Growth | 4.1: Provide valuable professional learning | 4.1.A: Provide <b>leaders</b> with professional learning focused on producing high achieving students | 4.1.A.1: Continue monthly principal, AP, API professional learning sessions: <ul style="list-style-type: none"> <li>● Data analysis</li> <li>● Leading Edge</li> <li>● Feedback and commentary</li> <li>● Remediation/Enrichment</li> <li>● Rigor in the classroom</li> <li>● Improving reading/math instruction</li> <li>● Implementing and utilizing interventions</li> <li>● Balanced Scorecard</li> <li>● RTI/Progress Monitoring</li> </ul> | 4.1.A: Increase # of professional development opportunities that focus on best practices to support system and school improvement process (Internal Measure) | <ul style="list-style-type: none"> <li>● Administration</li> <li>● HQ Teachers</li> <li>● Literacy Coach</li> <li>● Math Coach</li> <li>● SPED Teacher</li> <li>● Achievement Specialist</li> <li>● EIP Reading and Math Teachers</li> <li>● ESOL teacher</li> <li>● BST</li> <li>● Parent Coordinator</li> <li>● Counselor</li> </ul> |                    |

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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 | 4.1.B.1: Continue collaborative monthly extended planning sessions<br>4.1.B.2: Continue weekly common grade-level planning for analyzing student data and work, improving instruction<br>4.1.B.3: Monthly Better Seeking Team meetings<br>4.1.B.4: Utilization of professional learning courses and opportunities provided by the school and system <ul style="list-style-type: none"> <li>• Data analysis</li> <li>• Peer Observations</li> <li>• Feedback and commentary</li> <li>• Remediation/Enrichment</li> <li>• Rigor in the classroom</li> <li>• Improving reading/math instruction</li> <li>• Implementing and utilizing interventions</li> <li>• Balanced Scorecard</li> <li>• RTI/Progress Monitoring</li> <li>• Book study on book talks and book groups</li> </ul> | 4.1.B: Monitor lesson plans and minutes from meetings (Internal Measure) | <ul style="list-style-type: none"> <li>• Administration</li> <li>• HQ Teachers</li> <li>• Literacy Coach</li> <li>• Math Coach</li> <li>• SPED Teacher</li> <li>• Achievement Specialist</li> <li>• EIP Reading and Math Teachers</li> <li>• ESOL teacher</li> <li>• BST</li> <li>• Parent Coordinator</li> <li>• Counselor</li> </ul> |                    |

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| 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 Westside Elementary's Strategic Action Improvement Plan<br>4.2.A.2: Update Westside Elementary's Balanced Scorecard Plan<br>4.2.A.3: Conduct site-based professional learning days on standards-based best practices<br>4.2.A.4: Continue extended monthly planning<br>4.2.A.5: Hire and utilize math coach to assist with math instruction<br>4.2.A.6: Utilize instructional paraprofessional to assist with instruction, remediation and enrichment<br>4.2.A.7: Utilize an intervention counselor to assist with academic and behavioral issues<br>4.2.A.8: Utilize a parent coordinator to be a liaison between home, school and community | 4.2.A: School Strategic Improvement Action Plan reviewed, revised and posted on website (Internal measure)<br>4.2.A: School Balanced Scorecard created and posted on website (Internal measure)<br>4.2.A: Better utilize and include central office Better Seeking Team member (Internal measure)<br>4.2.A: Evaluation data from school professional learning sessions (Balanced Scorecard) | <ul style="list-style-type: none"> <li>• Administration</li> <li>• HQ Teachers</li> <li>• Literacy Coach</li> <li>• Math Coach</li> <li>• SPED Teacher</li> <li>• Achievement Specialist</li> <li>• EIP Reading and Math Teachers</li> <li>• ESOL teacher</li> <li>• BST</li> <li>• Parent Coordinator</li> <li>• Counselor</li> </ul> |                    |