

2009-2010 Houston County School System Strategic Improvement Action Plan

HCBOE GOAL AREA	PERFORMANCE OBJECTIVE	INITIATIVE	ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
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: Continually review and adjust written and aligned curriculum maps and units of study for all grade levels and all content areas 1.1.A.2: Maintain updated curriculum, instruction, and assessment resources on SharePoint 1.1.A.3: Facilitate textbook adoption 1.1.A.4: Provide a systematic approach for collaborative planning utilizing the GPS through support from system content leaders and coaches 1.1.A.5: Develop and implement formative assessments to assist teachers in adjusting instruction 1.1.A.6: Improve post-secondary outcomes for students with disabilities	1.1.A: % of students graduating (Balanced Scorecard) 1.1.A.: % of students classified as dropouts (Balanced Scorecard) 1.1.A: % of schools meeting AYP Status (Balanced Scorecard) 1.1.A: % of employees utilizing standards implementation resources on SharePoint (Balanced Scorecard) 1.1.A: % of content areas with grade level curriculum documents (Balanced Scorecard) 1.1.A: % of content areas with common assessments and benchmarks (Internal measure)	1.1.A: Teaching and Learning Department and Student Services Department

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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 1.1.B.2: Develop and implement non-graded formative assessments to assist teachers in adjusting and providing corrective instruction 1.1.B.3: Ensure the language of the standards is expressed in student interactions and products 1.1.B.4: Emphasize the use of feedback that is directly aligned to the standards and provides students with specific strengths and next steps 1.1.B.5: Instruction is differentiated – Guide the use of formative and summative assessments to systematically and purposefully plan for student differences 1.1.B.6: Rigor is pervasive – Provide strategies that emphasize and encourage all learners to use higher order thinking skills	1.1.B: % of system growth on the standards-based classroom continuum 1.1.B: # of walkthroughs conducted to monitor the implementation of the system standards-based classroom non-negotiables (Internal measure) 1.1.B: % of elementary school classrooms implementing standards-based classroom processes (Internal measure) 1.1.B: % of middle school classrooms implementing standards-based classroom processes (Internal measure) 1.1.B: % of high school classrooms implementing standards-based classroom processes (Internal measure) 1.1.B: % of students meeting or exceeding standards (Balanced Scorecard/Internal measure)	1.1.B: Teaching and Learning Department and school-level administrators

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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 1.1.C.2: Utilize system-level benchmarks to measure progress and identify needs of all learners 1.1.C.3: Develop in-school remediation/enrichment programs based on ongoing formative and summative assessment data 1.1.C.4: All pertinent data are analyzed and used by system and school faculty to drive decision making 1.1.C.5: Utilize Classworks software to target individual student needs 1.1.C.6: Implement the Work Ready Assessment for all seniors utilizing Key Train software to close achievement gaps	1.1.C: % of schools utilizing benchmark assessment results in collaborative and action planning 1.1.C: % of grades 3,5, & 8 students meeting or exceeding standard on Reading and Mathematics CRCT assessments (Balanced Scorecard) 1.1.C: % of all first-time test takers with a passing score on the GHSGT (Balanced Scorecard) 1.1.C: % of students meeting or exceeding standard on the following EOCT assessments: 9 th grade Literature, American Literature, Algebra 1, Math 1, Geometry, Physical Science, Biology, US History, and Economics (Balanced Scorecard) 1.1.C: % of kindergarten students scoring a 3 on GKIDS (Balanced Scorecard) 1.1.C: % of seniors scoring at bronze, silver, gold, and platinum levels	1.1.C: Teaching and Learning Department, school-level administrators and faculty

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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: Provide guidance to identify a common set of interventions for all learners 1.2.A.2: Ensure the implementation of effective remedial/acceleration interventions during the school day 1.2.A.3: Review and revise policies and procedures focused on instructional processes 1.2.A.4: Provide innovative credit recovery opportunities 1.2.A.5: Expand the Advanced Placement program by increasing the number of course offerings at each high school 1.2.A.6: Increase student participation in Advanced Placement courses at each high school 1.2.A.7: Implement the core indicators of progress for CTAE concentrators	1.2.A: % of students retained in elementary school (Balanced Scorecard) 1.2.A: % of students retained in middle schools (Balanced Scorecard) 1.2.A: % of students on track to graduate 1.2.A: # of students completing credit recovery courses during the school year (Internal measure) 1.2.A: # of students participating in AP courses (Balanced Scorecard) 1.2.A: # of AP courses offered (Balanced Scorecard) 1.2.A: % of schools scoring at or above Operational on the High Impact Practice Implementation Rubric: Pyramid of Intervention (IR p. 262-263) (Internal measure)	1.2.A: Central Office Staff, Houston County Schools

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1: Student Achievement	1.2: Guarantee Student Success	1.2.B: Provide a foundation through 9 th grade academies to create relationships and ensure academic success	1.2.B.1: Provide opportunities for 8 th grade students to visit the high school campus 1.2.B.2: Establish vertical conversations between 8 th -9 th grade teachers 1.2.B.3: Conduct an 8 th grade parent night at each high school 1.2.B.4: Facilitate an advisement process for 8 th grade students 1.2.B.5: Provide targeted transition strategies for identified at-risk students 1.2.B.6: Conduct informational meetings for parents of students with specialized needs/interests	1.2.B: % of 9 th graders on track to graduate (Balanced Scorecard)	1.2.B.1: School Operations Department 1.2.B.2: Teaching and Learning Department 1.2.B.3: Houston County High Schools 1.2.B.4: Teaching and Learning Department, Student Services Department, school-level counselors and teachers 1.2.B.5: Middle/High School Graduation Coaches 1.2.B.6: Teaching and Learning Department, Student Services

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1: Student Achievement	1.2: Guarantee Student Success	1.2.C: Implement strategies to support the graduation rule requirements established for the 08/09 ninth grade class and beyond	1.2.C.1: Review and revise policies and procedures supporting the graduation rule 1.2.C.2: Develop procedures for implementing the honors, regular, and support GPS math courses 1.2.C.3: Increase student enrollment in foreign language, Honors, gifted, and Advanced Placement courses 1.2.C.4: Implement a high school schedule to support the graduation rule requirements and identified sub-populations.	1.2.C: % of high schools implementing the 7-period schedule to support graduation rule (Internal measure) 1.2.C: % of students earning credit for each GPS math course 1.2. C: % of students enrolled in foreign language, Honors, gifted, and Advanced Placement courses	1.2.C: Teaching and Learning Department, School Operations Department, Student Services Department, school administrators
1: Student Achievement	1.2: Guarantee Student Success	1.2.D: Implement a Career Academy to ensure a viable 21 st century workforce for Houston County	1.2.D.1: Appoint a Board of Directors for the Career Academy 1.2.D. 2: Determine Career Academy program offerings based on needs assessment results 1.2.D.3: Encumber Career Academy startup funds by 06.30.09 1.2.D.4: Submit Houston County Career and Technology Center renovation plans for approval 1.2.D.5: Design a Houston County Career Academy (HCCA) logo	1.2.D: Appointment of a Board of Directors (Internal measure) 1.2.D: # of program offerings aligned to the needs assessment results (Internal measure) 1.2.D: % of start-up funds encumbered by 06.30.09 (Internal measure) 1.2.D: Approval and implementation of HCCTC renovation plans 1.2.D: Approval and use of the HCCA logo	1.2.D: Houston County School System, Middle Georgia Technical College, Career Academy Community Steering Committee, CTAE Director

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	1.3: Close the achievement gap between subpopulations	1.3.A: Provide formalized processes of intervention for identified subpopulations	1.3.A.15: Implement specified Tier 4 interventions 1.3.A.16: Utilize graduation coaches for SWD 1.3.A.17: Mentor SWD transitioning from alternative school 1.3.A.18: Improve services for young children (3-5) with disabilities 1.3.A.19: Research, purchase, and implement social skills curriculum to be implemented in all Preschool special education classrooms 1.3.A.20: Improve the provision of a free and appropriate education to SWD 1.3.A.21: Monitor the FTE recording, placement, and interactions of SPED students 1.3.A.22: Provide additional support and resources for SWD in gen. ed. 1.3.A.23: Review how related services are provided to increase LRE	1.3.A: % of SWD who earn a regular high school diploma 1.3.A: % of young children with disabilities who show improved positive social/emotional skills acquisition and use of skills & knowledge and use of appropriate behaviors 1.3.A: % of SWD who receive their instruction in the general education setting with appropriate supports and accommodations 1.3.A: % SWD meeting standards on statewide assessments when given appropriate accommodations.	1.3.A.15 – 23: Student Services Department

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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 system safety plan, policies and procedures 2.1.A.2: Guide schools in updating safety plans 2.1.A.3: Monitor regularly planned safety inspections and drills 2.1.A.4: Communicate our system belief that “safety is our number one priority” 2.1.A.5: Maintain the operation of security systems in all schools and facilities 2.1.A.6: Increase internet intrusion detection and safety through network monitoring and management 2.1.A.7: Create and disseminate a survey to measure stakeholder satisfaction regarding safety 2.1.A.8: Provide K-12 instruction in violence and drug prevention, personal health, and safety	2.1.A: % of schools with updated safety plans (Internal measure) 2.1.A: % of schools conducting code drills at least once a semester (Internal measure) 2.1.A: % of schools conducting tornado, fire drills and bomb threats according to state and system guidelines (Internal measure) 2.1.A: % of schools and facilities with security systems installed (Internal measure) 2.1.A: Student perception of safety (Balanced Scorecard) 2.1.A: Parent perception of safety (Balanced Scorecard) 2.1.A: Staff perception of safety (Balanced Scorecard) 2.1.A: Ratio of internet items blocked vs. disruptions (Internal measure) 2.1.A: % of schools providing health and safety instruction	2.1.A.1,2,3: School Operations Department 2.1.A.4: Community and School Affairs and Houston County School System 2.1.A.5: Facilities Services 2.1.A.6: Technology Services 2.1.A.7: Teaching and Learning Department, Student Services Department, school-level counselors and teachers

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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: Implement student attendance policy 2.1.B.2: Provide conflict resolution and peer mediation strategies 2.1.B.3: Implement Second Step prevention program in elementary and middle schools 2.1. B.4: Increase internet intrusion detection and safety through network monitoring and management. 2.1.B.5: Recognize student achievement 2.1.B.6: Utilize SWD transition program	2.1.B: % of elementary school students absent 15 days or less (Balanced Scorecard) 2.1.B: % of middle school students absent 15 days or less (Balanced Scorecard) 2.1.B: % of high school students absent 15 days or less (Balanced Scorecard) 2.1.B: Second Step Assessment data (Internal measure) 2.1.B: # of academic and extracurricular activities achieving regional, state, and/or national recognition 2.1.B: % of SWD who transition to employment or postsecondary education (Internal measure)	2.1.B.1: Student Services Department and School Operations Department 2.1.B.2: Student Services Department and Title IV Director 2.1.B.3: Student Services Department, Teaching and Learning Department, and Title IV Director 2.1.B.4: Technology Services 2.1.B.5: Houston County Schools 2.1.B.6: Student Service Department

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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 system and school websites 2.2.A.2: Expand research-based strategies for parent involvement at the school and system level 2.2.A.3: Provide the opportunity for parental involvement 2.2.A.4: Provide system Parent Support Specialist to assist parents of SWD and Title I students 2.2.A.5: Provide access to families on student progress through SmartWeb 2.2.A.6: Increase the percentage of parents of children receiving special education services who report that schools encouraged parent involvement to improve results for SWD	2.2.A: # of website visits (Balanced Scorecard) 2.2.A: % of schools implementing a research-based parent involvement strategy (Internal measure) 2.2.A: % of parents who feel welcomed in their child's school 2.2.A: % of parents agreeing that their child's school provides various opportunities for involvement 2.2.A: % of families registered for SmartWeb (Balanced Scorecard) 2.2.A: % of registered families utilizing SmartWeb (Balanced Scorecard) 2.2.A: % of parents reporting through survey that schools encouraged SWD parental involvement	2.2.A.1,2: System Parent Involvement Coordinator and Federal Program Director 2.2.A.3: System Parent Involvement Coordinator and Houston County Schools 2.2.A.4: Student Services Department and Title I Director 2.2.A.5: Technology Services 2.2.A.6: Student Services Department

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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 through system and school websites 2.2.B.2: Provide ongoing communication and acknowledgement of system and school accomplishments 2.2.B.3: Promote and communicate system and school goals and targets 2.2.B.4: Create and disseminate a survey to measure stakeholder satisfaction regarding system and school communication 2.2.B.5: Achieve Industry Certification status for all 3 high school marketing programs and recertify all 5 high school business and computer science programs	2.2.B: # of website visits 2.2.B: # of survey respondents on communication survey 2.2.B: % of stakeholder satisfaction regarding communication 2.2.B: Communication of system goals and targets at the Houston County School System Opening Session (Internal measure) 2.2.B: Industry Certification	2.2.B.1,2: Community and School Affairs and Technology Services 2.2.B.3: System and School Leaders 2.2.B.4: Executive Cabinet 2.2.B.5: Teaching and Learning, Director of CTAE
3: Organizational Effectiveness	3.1: Facilitate and monitor organizational processes	3.1.A: Provide a safe and efficient transportation program for the students of Houston County	3.1.A.1: Ensure buses are in good mechanical condition 3.1.A.2: Develop and modify routes as needed 3.1.A.3: Conduct bi-monthly transportation safety meetings 3.1.A.4: Conduct accident reviews on all bus accidents 3.1.A.5: Update, implement, and monitor bus accident protocol	3.1.A: % of on-time bus arrival to school (Balanced Scorecard) 3.1.A: # of preventable accidents (Balanced Scorecard) 3.1.A: # of principals trained on Crisis Management Plan 3.1.A: % of buses off-line due to beyond normal service	3.1.A: Transportation Services

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3: Organizational Effectiveness	3.1: Facilitate and monitor organizational processes	3.1.B: Provide students and staff with healthy, nutritious, and appetizing meals	3.1.B.1: Require all SNP management positions to maintain Serve-Safe certification 3.1.B.2: Offer sanitation and safety updates by safety officer and health inspector at managers meetings at least twice per year 3.1.B.3: Include sanitation and safety tips at each manager's meeting 3.1. B.4: Update menus to follow commercial trends. 3.1.B.5: Seek new food products through food brokers and distributors 3.1.B.6: Follow standardized recipes to insure consistent high food quality 3.1. B.7: Perform promotions in dining rooms. 3.1.B.8: Publicize menus and take every advantage to publicize the SNP 3.1.B.9: Reduce waiting line time and ensure adequate time is allowed for students to eat	3.1.B: % of system average SNP health and sanitation inspection scores (Balanced Scorecard) 3.1.B: % of breakfast and lunch participation (Balanced Scorecard) 3.1.B: # of nutrition education experiences provided to students and stakeholders on a yearly basis (Balanced Scorecard)	3.1.B: School Nutrition Program
3: Organizational Effectiveness	3.1: Facilitate and monitor organizational processes	3.1.C: Plan, construct and maintain schools, classrooms and facilities as needed	3.1.C.1: Study and develop long-range facility plans to meet the needs of continuing growth in Houston County 3.1.C.2: Track residential growth and enrollment numbers to better plan for future facility needs 3.1.C.3: Continue to schedule capital outlay projects to minimize rising construction costs 3.1.C.4: Reduce the response time for emergency work orders to minimize risks and interruptions 3.1.C.5: Maintain warehouse inventory balances within a 1% variance while reducing damages, waste, and unaccountable items 3.1.C.6: Conduct stakeholder survey	3.1.C: # of non-permanent classrooms in use (Balanced Scorecard) 3.1.C: Average response time for emergency work orders (Balanced Scorecard) 3.1.C: % of warehouse inventory variance (Balanced Scorecard) 3.1.C: Average response for Class A work orders 3.1. C: % of satisfied stakeholders on annual maintenance survey.	3.1.C: Facilities

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3: Organizational Effectiveness	3.1: Facilitate and monitor organizational processes	3.1.D: Ensure equitable access, reliability and use of system technology resources	3.1.D.1: Reduce the response time for technology support work orders 3.1.D.2: Create five-year technology plan to address infrastructure improvement and upgrading hardware 3.1.D.3: Expand automatic data exchange functions	3.1.D: Average response time for technology support work orders (Balanced Scorecard) 3.1.D: Ratio of students-to-computers (Balanced Scorecard)	3.1.D: Technology Services
3: Organizational Effectiveness	3.2: Ensure effective personnel processes	3.2. A: Recruit high- quality certified and classified staff, particularly in critical shortage areas.	3.2.A.1: Create an NCLB NI-system remediation plan to attain 100% highly-qualified status 3.2.A.2: Provide opportunities and resources to attract highly-qualified applicants 3.2.A.3: Pursue highly qualified teachers for critical shortage areas	3.2.A: % of highly qualified teachers (Balanced Scorecard) 3.2.A: % of highly qualified paraprofessionals (Balanced Scorecard) 3.2.A: # of instructional vacancies on the first day of school (Balanced Scorecard)	3.2.A: Human Resource Department, Teaching and Learning Department, Student Services Department

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3: Organizational Effectiveness	3.2: Ensure effective personnel processes	3.2.B: Retain high-quality certified and classified staff	3.2.B.1: Provide high-quality, research-based induction for all beginning teachers 3.2.B.2: Continue recognition programs for certified and classified staff 3.2.B.3: Provide benefits through Clear Concepts 3.2.B.4: Implement a three pronged process to determine teacher effectiveness that includes teacher evaluation program, student performance data , and student failure rate. Triangulation of three types of data will be conducted at the system level. (See Title II Plan for additional information.) 3.2.B.5: Provide opportunities and resources to attract highly qualified applicants in special education areas	3.2.B: % of certified staff retention (Balanced Scorecard) 3.2.B: % of classified workforce turnover (Balanced Scorecard) 3.2.B: % of satisfied employees utilizing the Houston County benefits package (Internal measure) 3.2.B: % of SWD certified positions filled with a highly qualified teacher	3.2.B: Human Resource Department, Teaching and Learning Department, Student Services Department, Community and School Affairs
3: Organizational Effectiveness	3.3: Maintain efficient financial processes	3.3.A: Ensure efficient fiscal management processes are utilized	3.3.A.1: Meet the requirements of State Board Rule 160-5-1-.29 by spending at least 65% of total operating expenditures on direct classroom expenditures 3.3.A.2: Implement next day delivery schedule 3.3.A.4: Track operating cost for next day delivery vs. single day delivery 3.3.A.5: Increase the percentage of P-Card transactions for \$1000 or fewer items 3.3.A.6: Maintain current consumption of kilowatts per square foot through energy education 3.3.A.7: Facilitate budgets aligned with improvement plans and collaborative budgeting between the system and school in all aspects of fiscal management and resource distribution	3.3.A: # of audit findings (Balanced Scorecard) 3.3.A: % of direct classroom expenditures (Balanced Scorecard) 3.3.A: % of next day warehouse deliveries (Balanced Scorecard) 3.3.A: % of P-Card transactions (Internal measure) 3.3.A: Average yearly energy cost (Balanced Scorecard) 3.3.A: Consolidated budget allocation and budget narratives aligned with system strategic and school improvement plans (Internal measure)	3.3.A.1,2,3,4,5,6: Business and Finance Department 3.3.A.7: Business and Finance Department, Teaching and Learning Department, Federal Programs, Student Services Department, Professional Learning

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	3.3: Maintain efficient financial processes	3.3.A: Ensure efficient fiscal management processes are utilized	3.3.A.8: Improve compliance with state and federal laws and regulations 3.3.A.9: Require the use of the Pyramid of Intervention Tiers (Progress Monitoring) 3.3.A.10: Review and reduce services for students through progress monitoring data	3.3.A: % of students who are evaluated and determined eligible for special education within 60 days 3.3.A: % of disproportionate representation of SWD due to inappropriate policies, procedures, and practices.	3.3.A.8, 9, 10: Student Services Department

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4. Learning and Growth	4.1: Provide valuable professional learning	4.1.A: Provide leaders with professional learning focused on producing high achieving students	4.1.A.1: Establish a culture that supports the system belief that student failure is not an option 4.1.A.2: Continue monthly professional learning sessions with principals, assistant principals for instruction, and assistant principals on the following: <ul style="list-style-type: none"> • Standards-Based Classroom Best Practices • School Improvement Planning Process • Better Seeking Team Roles • Continuous Improvement Process • Monitoring the implementation of the instructional framework • Data Utilization • Balanced Assessment (Diagnostic, Formative, & Summative) • Feedback and Commentary • Differentiated Instruction • Balanced Scorecard • Rigor • Response to Intervention and Progress Monitoring • Remediation/Acceleration During the School Day • Testing as a Genre 	4.1.A: Leadership Summit focused on best practices to support system and school improvement processes (Internal measure) 4.1.A: % of satisfied leaders participating in monthly professional learning sessions (Internal measure)	4.1.A.1,2: Teaching and Learning Department , Student Services and Professional Learning

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4. Learning and Growth	4.1: Provide valuable professional learning	4.1.A: Provide leaders with professional learning focused on producing high achieving students	4.1.A.3: Continue LEADing Edge Academy sessions focused on the following: <ul style="list-style-type: none"> • Safety • Customer and Student Services • Communication/Time Management • Human Resources • Budget/Finance • Planning/Organization/Scheduling 4.1. A.4: Continue the GLISI District Change Team’s focus on a systemic vertical process for increasing the graduation rate 4.1.A.5: Participate in GaDOE training for Leader Keys	4.1.A: % of satisfied principals participating in LEADing Edge Academy (Internal measure) 4.1.A: % of satisfied leaders and Better Seeking Team members participating in the Leadership Summit (Internal measure)	4.1.A.3: School Operations Department, Teaching and Learning Department 4.1.A.4: Superintendent, and Assistant Superintendent for Teaching and Learning 4.1.A.5:

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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 job-embedded professional learning sessions to increase teacher effectiveness on standards-based instruction to include the following:</p> <ul style="list-style-type: none"> • Utilization of an Instructional Framework • Use of assessment to adjust instruction • Academic Vocabulary • Questioning strategies • Providing Commentary and Feedback • Increasing Rigor • Differentiated Instruction • Testing as a Genre <p>4.1.B.2: Provide teachers team time to do the following:</p> <ul style="list-style-type: none"> • Plan effective lessons • Analyze student work • Monitor student progress • Use formative and summative data to inform instruction • Collaborate to solve common problems • Establish protocols for collaborative assessment and scoring of student writing <p>4.1.B.3: Develop and expand a formal process for vertical articulation of the curriculum between each level, from elementary to middle and middle to high school which includes the direct involvement of teachers and administrators</p> <p>4.1. B.4: Continue job-embedded professional learning sessions to increase teacher effectiveness in reading, English/Language Arts, and math for SWD and economically disadvantaged students.</p>	<p>4.1.B: % of students meeting or exceeding standards on standardized assessments (Balanced Scorecard/Internal measure)</p> <p>4.1.B: # of teachers in attendance at vertical team meetings (Internal measure)</p> <p>4.1.B: # of administrators in attendance at vertical team meetings</p> <p>4.1.B: % of students meeting or exceeding standards on the 3rd, 5th, 8th, and GHSWT Writing Assessment (Internal measure)</p>	<p>4.1.B.1, 4: Professional Learning Services, Teaching and Learning Department, System Coaches, and Student Services Department</p> <p>4.1.B.2: Teaching and Learning Department and Student Services Department</p> <p>4.1.B.3: Teaching and Learning Department, System Coaches, Student Services Department, and School Administrators</p>

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HCBOE GOAL AREA	PERFORMANCE OBJECTIVE	INITIATIVE	ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
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.5: Continue professional learning in reading and writing processes 4.1.B.6: Continue job-embedded professional learning with co-teachers to increase awareness of best practices in the following: <ul style="list-style-type: none"> • Least Restrictive Environment • The Six approaches to Co-Teaching • Collaborative Planning • Differentiated instruction in the co-taught classroom • Positive Behavioral Support 4.1.B.7: Continue job-embedded learning with ESOL and general education teachers on best practices utilizing WIDA standards	4.1.B: % of system special education teachers trained in the co-teaching model (Balanced Scorecard) 4.1.B: % of system general education teachers trained in the co-teaching model (Balanced Scorecard) 4.1.B: % of system ESOL teachers trained in the WIDA standards (Balanced Scorecard) 4.1.B: % of system general education teachers trained in the WIDA standards (Balanced Scorecard) 4.1.B: % of SWD who are removed from their school or placements for disciplinary reasons (Internal Measure)	4.1.B.5, 6, 7: Teaching and Learning Department, Student Services Department, and Federal Programs Director
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: Facilitate job specific professional learning based on departmental needs <ul style="list-style-type: none"> • Language acquisition skills training to facilitate communication with speakers of other languages • Technology training • Customer service training • Financial procedures training 4.1.C.2: Investigate requirements for Service Personnel Certificate through Professional Standards Commission 4.1. C.3: Mindset and sign language training for transportation personnel.	4.1.C: # of classified staff participating in professional learning opportunities (Balanced Scorecard)	4.1.C: Human Resources, Business and Finance Department, Professional Learning, Student Services Department

2009-2010 Houston County School System Strategic Improvement Action Plan

HCBOE GOAL AREA	PERFORMANCE OBJECTIVE	INITIATIVE	ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
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 System Strategic Action Improvement Plan 4.2.A.2: Update the System Balanced Scorecard 4.2.A.3: Monitor alignment, initiatives, and performance measures of all School Improvement Plans to the System Strategic Improvement Action Plan 4.2.A.4: Provide central office personnel to support all components of the implementation and achievement of school improvement plans and related achievement targets 4.2.A.5: Conduct system and school professional learning days on standards-based best practices 4.2.A.6: Develop a system internal GAPSS Analysis review process 4.2.A.7: Maintain SACS/CASI accreditation at the district level 4.2.A.8: Address SACS/CASI recommendations within our System Strategic Improvement Action Plan 4.2.A.9: Create a Performance Leadership Handbook 4.2.A.10: Conduct a Leadership Summit for leaders and Better Seeking Team members to create a data and consensus driven 2009-2010 School Improvement Plans aligned with the System Strategic Improvement Action Plan 4.2.A.11: Implement Balanced Scorecards at the school level for the 2009-2010 school year 4.2.A.12: Participate in GaDOE Cohort III to study the CLASS Keys evaluation process	4.2.A: System Strategic Improvement Action Plan reviewed, revised and posted on website (Internal measure) 4.2.A: System Balanced Scorecard created and posted on website (Internal measure) 4.2.A: # of principals presenting School Improvement Plans (Internal measure) 4.2.A: # of schools with a central office Better Seeking Team member (Internal measure) 4.2.A: Evaluation data from system and school professional learning sessions (Balanced Scorecard) 4.2.A: # of schools participating in a system GAPSS Analysis (Balanced Scorecard) 4.2.A: District Accreditation (Balanced Scorecard) 4.2.A: % of satisfied respondents on Leadership Summit survey (Internal measure) 4.2.A: # of schools with an aligned 2009-2010 School Improvement Action Plan (Internal measure) 4.2.A: % of schools developing and posting a Balanced Scorecard (Balanced Scorecard)	4.2.A.1, 2,4,7: Central Office Staff 4.2.A.3: Executive Cabinet 4.2.A.5,6: Teaching and Learning Department, Professional Learning Services, School Operations Department 4.2.A.8,9,10,11: Central Office Staff, School Administrators, Better Seeking Teams 4.2.A.12: Assistant Superintendent for School Operations and Assistant Superintendent for Teaching and Learning