

## Linwood Elementary @ C. B. Watson Primary School Strategic Improvement Plan 2013-2014

Strategic Goal	Performance Objective	Initiative	Actions	Performance Measures		Person(s) Responsible
				Balanced Scorecard	Internal Measures	
Student Achievement	1.1: Ensure mastery of the standards	1.1.A: Provide high quality instruction that is aligned with the state standards	1.1.A.1 Pilot the new teacher evaluation system (TKES)	1.1.A. % of students scoring at meets or exceeds on CCRPI content mastery indicators	1.1.A.1 % of teachers participate in the pilot of the new teacher evaluation system (TKES)	
			1.1.A.2. Align K-5 writing instruction to match CCGPS expectations for each grade level	1.1.A.% of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 career clusters- Target 100%	1.1.A.2. % K-5 grade students meeting/exceeding on Jan. mock writing assessments -Target 75%	
			1.1.A.3. Utilize county curriculum maps and units of study for all grade levels and content areas		1.1.A.3 % of K-5 teachers utilize the curriculum maps and units of study in all content areas- Target 100%	
			1.1.A.4. Implement collaboration between K-5 teachers and media specialist to integrate media resources with grade level CCGPS/GPS lessons		1.1.A.4 % of K-5 classrooms implement media resources in lesson plans	
			1.1.A.5. Teach instructional focus lessons in grades 1-5 language arts and math to emphasize priority standards and elements		1.1.A.5 % of 1st-5th classrooms teaching weekly IF lessons -Target-100%	
			1.1.A.6. Utilize components of literacy strategies of text leveling, MSV analysis, and guided reading to increase student reading levels		1.1.A.6. % grade level HCLI windows with increases in <u>independent reading</u> levels Target 100% % grade level HCLI windows with increases in <u>instructional reading</u> levels-Target 100% Average % HCLI levels at or above grade level by end of year-Target 83%	
			1.1.A.7. Utilize strategies to integrate science and social studies content across the curriculum		1.1.A.7 % K-5 student science and social studies classwork is integrated in all curriculum in student work- Target 90%	

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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. Teach reading, writing, and math standards with components of standards-based classrooms		1.1.B.1 % of classrooms show EQ representative of higher order thinking-Target 95%	Administrators, Teachers, System Literacy Coaches
			1.1.B.2. Implement CLIF reading and writing workshop in all K-5 classrooms		1.1.B.2 % of K-5 classrooms show evidence of including CLIF components in lesson plans - Target 100%	
			1.1.B.3. Ensure instruction is differentiated		1.1.B.3 % of K-5 classroom instruction include D.I. Target 85%	
			1.1.B.4. Utilize Thinking Maps in instructional framework/ workshops to increase rigor in lessons		1.1.B.4 % K-5 classrooms utilize Thinking Maps in lessons plans and will be evident in student work Target 100%	

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Student Achievement	1.1: Ensure mastery of the standards	Initiative 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. Assess students on a weekly basis to determine mastery of CCGPS/GPS curriculum (8 Step Process)	1.1.C.1 % of students scoring at meets or exceeds on CCRPI content mastery indicators	1.1.C.1 % of tested students scoring meets/exceeds on mastery of weekly assessments Target 95%	Administrators, Teachers, System Coaches, Designated Technology Training Consultant
				1.1.C.1% of students who meet or exceed standards on state writing assessments		
			1.1.C.2. Utilize system benchmarks and formative assessments to adjust instruction	1.1.C.1 % of kindergarten students who meet or exceed GKIDS elements	1.C.1.2 % of teachers K-5 utilizing benchmark assessments results in collaborative and action planning-Target 100%	
				1.1.C.1 % of 3rd & 5th students meeting CCRPI Lexile target		

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Student Achievement	1.1: Ensure mastery of the standards	1.1.D: Integrate technology into curriculum, instruction, and assessment to improve student achievement.	1.1.D.1 Utilize Classworks software technology to develop assessments to monitor student mastery of standards		1.1.D.1 % of K-5 classrooms increase time on tasks in Classworks assessments- Target 100%	Administrators, Teachers, Technology Department
			1.1.D.2 Collaborate with teachers to assist with new technology in classroom to differentiate and promote differentiation		1.1.D.2 % of classrooms integrating technology in lesson plans Target 95%	
			1.1.D.3 Facilitate student application of technology as a tool to complement the learning process and to reinforce investigation and analysis skills		1.1.D.3 % of K-5 students use BYOD as a technology tool to enhance the learning in the classroom- Target 80%	
			1.1.D.4 Facilitate teacher application of technology as a tool to complement the learning process and to reinforce investigation and analysis skills		1.1.D.4 % of classrooms integrate technology as evidence in lesson plans- Target 100%	

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Student Achievement	1.2: Guarantee student success.	1.2.A: Review and utilize effective student achievement pyramids of intervention based on identified student needs.	1.2.A.1 Ensure master instructional schedule for Grades K – 5 encompasses EIP, ELL, and Special Education services to meet student needs		1.2.A.1 % of host teachers collaborating with EIP, ELL, and sped teachers- Target 100%	Administrators, Teachers, Counselor	
			1.2.A.2. Identify and implement a consistent plan for interventions for struggling learners				1.2.A.2 % of students show success as a result of their response to intervention- Target 100%
			1.2.A.3 Utilize CLASSWORKS (universal screener) and progress monitoring assessments for K-5 reading and math				1.2.A.2 % of K-5 teachers with targeted students implementing progress monitoring and tracking based on appropriate RTI guidelines for each tier- Target 100% 1.2.A.3 % of K-5 teachers using CLASSWORKS universal screener to identify struggling students -- 100%

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Student Achievement	1.2: Guarantee student success.	Initiative 1.2.B – Provide a foundation for all students to ensure college and career readiness.	1.2.B.1 Improve vertical conversations between 5th and 6th grade teachers		1.2.B.1 % of LWES 5th teachers are provided opportunities to allow 5th grade students to visit receiving campus for 6th grade	Principal, Teachers, Counselor, Program Specialist, School Psychologist
			1.2.B.2 Develop an elementary level advisement program	1.2.B. % of students in grade 5 passing at least 4 courses in core content areas	1.2.B.2 # of students participating in a advisement program	

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Student Achievement	1.3: Close the achievement gap between subgroups.	1.3.A: Provide formalized processes of intervention for identified subgroups.	1.3.A.1 Provide additional tutoring and small group instruction to struggling learners during school for all students and after school, and in Saturday School for grades 3-5	1.3.A. % of subgroup students scoring at meets or exceeds on CCRPI content mastery indicators	1.3.A.1% identified students in attendance for after-school tutoring--Target 95% 1.3.A.1 % identified students in attendance for Saturday school tutoring--Target 95% 1.3.A.1 % of 3-5 students attending 4/5 Saturday School sessions and meet or exceed standards for that year's CRCT—Target 90%.
			1.3.A.2 Implement 8- Step Process tutorials and enrichment in grades 1-5 (Linwood Leap Time- leaping from does not meet to meets to exceeds)		1.3.A.1 % of students in grades 1-5 score in meets or exceeds on LEAP assessments Target 100%
			1.3.A.3 Provide instruction where appropriate through the co-teaching/inclusion model	1.3.A.3 # of co-taught classes being provided for Students with Disabilities	
			1.3.A.4 Utilize specified Tier 4 interventions		1.3.A.4 % of Tier 4 students who receive interventions are successful and documented in TIENET Target 100%

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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 Provide support for student and family transitions by utilizing guidance resources, forming partnership with Military Readiness Committee, and forming partnership with the base liaison		2.1.A.1 % of Military families use resources provided by the school to assist with transition into the school-TARGET- 95%	Counselor, Parent Involvement Coordinator, Teachers, Administrators
			2.1.A.2. Regularly participate in safety drills (fire, tornado, medical, emergency, bus evacuation, etc.)		2.1.A.2 % of school months safety drills are conducted-Target Once a semester	
			2.1.A.3. Have fifth graders participate in the ADVANCE program		2.1.A.3 % fifth grade participation in ADVANCE program-Target 100%	
			2.1.A.4 Provide K-5 instruction in personal health, sexual harrassment, bullying and safety.		2.1.A.4 % of K-5 students participate in personal health, sexual harrassment, bullying and safety lessons provide by school staff TARGET- 100%	
			2.1.A.5 Provide Internet Safety training for staff and students on appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response		2.1.A.5 % of staff and students are provided training on Internet Safety TARGET- 100%	
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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 Match community mentors with identified students		2.1.B.1 % of students identified that are matched to mentors- Target 95%	Administrators, Teachers, Counselor
			2.1.B.2 Promote and communicate system and school goals and targets		2.1.B.2 % of stakeholder satisfaction survey regarding effective communication- Target 90%	
			2.1.B.3 Implement school wide behavior plan that limits negative student behavior by incorporating rewards and consequences at various levels		2.1.B.3 % daily average in office referrals-Target 1% of student population	
			2.1.B.4 Promote character education program schoolwide		2.1.B.4 % school weeks character drawings held for students who exemplify during the week will be able to announce the character word is Target 100%	
			2.1.B.5 Provide staff with ongoing training in classroom management, behavior interventions, and social skills instruction		2.1.B.5 % of K-5 teachers have a classroom management plan posted in classroom, behavior interventions, and social skills are taught - Target 100% plans posted in room, interventions tracked on TIENET, lesson plans reflect social skills taught	

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Student and Stakeholder Engagement	2.2: Encourage student and stakeholder involvement.	2.2.A: Increase the ability of all parents to support their student's academic growth.	2.2.A.1. Provide authentic parent learning opportunities by implementing parent workshops and PACT for grades Pre-k – 5		2.2.A.1 % parents surveyed feel school offers workshops that educate/inform parents about curriculum and educational goals- Target 95%	Parent Involvement Coordinator, PASS members, Counselor, Administrators, Teachers
			2.2.A.2 Promote the Linwood Parent Resource Center		2.2.A.2 % parents surveyed aware of parent resource center- Target 90%	
			2.2.A.3 Utilize TIP Team to monitor and improve student attendance		2.2.A.3 % students meeting state attendance requirements (days present/ days present + days absent)- Target 98%	
			2.2.A.4 Share CCGPS expectations and academic data to parents during workshops and conferences		2.2.A.4 % parents surveyed that feel informed on a regular basis about their child's academic progress- Target 95%	

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Student and Stakeholder Engagement	2.2: Encourage student and stakeholder involvement.	2.2.B: Communicate with stakeholders at the system and school level.	2.2.B.1 Utilize PASS Team and Title I Action Team plan to strengthen home/community relationships		2.2.B.1 % of Title I action plan strategies implemented –Target 100%	Parent Involvement Coordinator, PASS members, Counselor, Administrators, Teachers
			2.2.B.2 Meet with school council four times a year to communicate school goal and initiatives		2.2.B.2 Average school council attendance-Target 10 families	
			2.2.B.3 Hold PTO meetings three times per year to communicate with stakeholders		2.2.B.3 Number of school council meetings held due to quorum – Target 4 meetings	
			2.2.B.4 Communicate weekly to parents using flyers, school web page, personal phone calls, and automated calling system		2.2.B.4 % parents surveyed feel that they are informed in a timely manner about parent activities and events-Target 95%	

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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 on time to school	% of on-time bus arrival to school			Administrators, Teachers, Transportation
			3.1.A.2 Staff is trained in the Crisis Management Plan		3.1.A.2 # of staff members trained on the Crisis Management Plan- Target 100%		

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Organizational Effectiveness	3.1: Facilitate and monitor organizational processes.	3.1.B: Provide students and staff with healthy, nutritious, and appetizing meals in an environment that promotes learning.	3.1.B.1 School SNP manager maintains Serve-Safe certification	3.1.B.1 % of average SNP manager and sanitation inspection scores- Target 100%		School Nutrition Manager & Staff

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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 Reduce the response time for Class A/emergency work orders to minimize risks and interruptions	3.1.C.1 Average response time for Class A/emergency work orders		Administrator, Secretary

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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 Place all technology work orders in system	3.1.D.1 % of technology work orders are placed in the system- Target 100%		Administrators, Teachers, Staff

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Organizational Effectiveness	3.1: Facilitate and monitor organizational processes.	3.1.E: Implement policies and procedures to ensure organizational effectiveness.	3.1.E.1. Review and implement elementary school procedures manuals and handbooks with staff		# of staff members will be trained on elementary procedures manuals and handbook- Target 100%	Administrators, Teachers, Parent Involvement Coordinator, Counselor

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Organizational Effectiveness	3.2: Ensure effective personnel processes.	3.2.A: Recruit high-quality certified and classified staff, particularly in critical shortage	3.2.A.1 Participate in Houston County Job Fair to recruit and maintain highly qualified staff		3.2.A.1 % of highly qualified certified and classified staff at Linwood- Target 100%	Teachers, Administrators, County PL Dept., Human Resource Dept.
			3.2.A.2 Extend opportunities for student teacher placements for possible hires		3.2.A.2 % of beginning teachers assigned TSS mentors- Target 100%	
			3.2.A.3 Pursue highly qualified teachers		3.2.A.3 % of certified positions are filled with highly qualified teachers	

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Organizational Effectiveness	3.2: Ensure effective personnel processes.	3.2.B: Retain high-quality certified and classified staff.	3.2.B.1 Participate in Houston County Job Fair to recruit and maintain highly qualified staff		3.2.B.1 % of highly qualified certified and classified staff at Linwood- Target 100%	Administrators, BST Team
			3.2.B.2 Extend opportunities for student teacher placements for possible hires		3.2.B.2 % of beginning teachers assigned TSS mentors- Target 100%	
			3.2.B.3. Match first year teachers with TSS mentor teachers		3.2.B.3 % of beginning teachers assigned TSS mentors- Target 100%	

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Organizational Effectiveness	3.3: Maintain effective financial processes.	3.3.A: Ensure efficient fiscal management processes are utilized.	3.3.A.1 Attend county financial workshop each year		3.3.A.1 % yearly participation in county financial workshop by select personnel-Target 100%	Principal, Secretary
			3.3.A.2 Participate in audits conducted by county personnel		3.3.A.2 % of end of the year very good or higher audit ratings-Target 100%	
			3.3.A.3 Review and reconcile monthly financial transactions		3.3.A.3 % monthly financial statements reconciled-Target 100%	

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Learning and Growth	4.1: Provide valuable professional learning.	4.1.A: Provide professional learning communities focused on producing high-achieving	4.1.A.1 Participate in monthly county professional learning sessions for principals, assistant principals for instruction, and assistant principals on the following: * Balanced Scorecard • Response to Intervention and Progress Monitoring using CLASSWORKS • Common Core GPS and CCRPI • Technology training (SMARTBOARD, document cameras, iPads, & notebooks) * Collaborate with Pearl Stephens		4.1.A.1 % attendance of county professional learning / Leading Edge sessions- Target 100%	Administrators, Teachers, Literacy/Math Coach
			4.1.A.2 Teachers participate in monthly county professional learning sessions a. Create collaborative planning schedule for regular education host teachers with special education teachers, Reading EIP, Math EIP, & ELL teachers each year b. Provide on-going balanced literacy/ CLIF training through the Teacher's College to support CCGPS implementation c. Provide training on content area GPS or CCGPS with components of standards-based classrooms d. Create collaborative planning schedule for grade level teachers to analyze student work samples, review assessment data, and engage in professional dialogue about effective teaching practices during weekly and half-day planning meeting days e. Provide technology training on the use of Smartboards f. Offer opportunities to observe professional practices in Linwood classrooms and/or other school sites g. Collaboration with Pearl Stephens Elementary School staff		4.1.A.2 % attendance in teacher professional learning - Target 90% a. % of grade representatives participating in county ELA and math collaboration session - Target 100% b. Number of professional training sessions provided on standards-based classroom components and/or Balanced Literacy components-Target 5 per year d. % of teachers participating in grade level collaborative planning-Target 100% % of half-day or weekly planning agendas focused on school goals- Target 100% e. % of teachers participate in technology training f. % of Linwood teachers conduct peer observations g. % of Linwood teachers collaborate with Pearl Stephens faculty	
			4.1.A.3 Attend conferences (GAEL, Technology conferences, GACIS, At-Risk conference, SSTAGE, PBIS)		4.1.A.3 Average number of professional conferences attended by school leaders and/or teachers	

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Learning and Growth	4.2: Enhance continuous improvement processes.	4.2.A – Build capacity for continuous improvement by ensuring that research-based practices are consistently utilized for classified employees.	4.2.A.1 Participate in county professional learning		4.2.A.1 % attendance in county professional learning- Target 100%	Type the person(s) responsible for Initiative 4.2.A here
			4.2.A.2. Participate in select faculty meeting training		4.2.A.2 % classified staff attending invited faculty meetings-Target 100%	

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