

Morningside Elementary 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: Emphasize development of standards based vocabulary in all subjects.	1.1.A: % of students meeting and exceeding on the CRCT.	1.1.A: Analysis of Universal Screener.	1.1.A: Classroom Teachers, API
			1.1.A.2: Utilize performance tasks through math models and science labs as evidence student performance is in line with CCGPS curriculum.	1.1.A: % of students meeting and exceeding on the 5th grade Writing Test.	1.1.A: Classroom observations by Administrators.	
			1.1.A.3: Work to integrate Science and Social Studies units into Reading, Writing, and Math workshops.	1.1.A: % of students increasing in reading levels on the HCLI	1.1.A: Anecdotal conference notes maintained by teachers during Writer's Workshop.	
			1.1.A.4: Develop the use of the Writing Continuum during Writer's Workshop for teachers and students.	1.1.A: % of 3rd and 5th grade students meeting CCRPI Lexile targets.	1.1.A: Grade Level Meeting Agendas, notes, and lesson plans.	
			1.1.A.4: Improve Lexile Scores.			

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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: Increase the use of specific commentary both written and oral that is directly aligned to the standards and provides students with specific feedback and next steps.		1.1.B: Examination of Student Work..	1.1.B: Classroom Teachers and Administrators
			1.1.B.2: Develop the capability in students to formulate oral and written constructed responses.		1.1.B: Classroom Observations	
			1.1.B.3: Use formative assessments to guide teachers in adjusting and planning instruction.		1.1.B: Team planning, agendas, notes, and lesson plans.	
			1.1.B.4: Ensure the language of the standards is expressed verbally by teachers and students.		1.1.B: Teacher Data Notebooks	
			1.1.B.5: Instruction is differentiated.		1.1.B: Student Leadership Notebooks	
			1.1.B.6: Emphasize strategies to develop higher order thinking skills.			
			1.1.B.7: Guide students in setting reasonable goals for achievement.			
			1.1.B.8: Provide exemplars to guide and inform students learning expectations.			
			1.1.B.9: Use standards based classroom teaching to strengthen Tier I instruction.			

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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: Utilize writing on demand pieces to guide grade level planning and writing instruction.	1.1.C: % of students scoring meets or exceeds on CCRPI content mastery indicators.	1.1.C: Results of Quarterly Writing pieces scored by WriteScore and UGA	1.1.C: Classroom Teachers and Administrators
			1.1.C.2: Engage in continuous analysis of student work to adjust instruction and maximize student achievement.	1.1.C: % of students who meet or exceed standards on state writing assessments.	1.1.C: Analysis of Teacher Conference Notes	
			1.1.C.3: Increase the use of formative assessments in all subject areas.		1.1.C: % of students increasing proficiency on universal screener.	
			1.1.D.4: Utilize benchmarks and formative assessment data to adjust instruction.		1.1.C: Utilization of benchmark assessment results in collaborative and team planning.	
					1.1.C: Agendas, Meeting notes, and Lesson Plans.	

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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: Implement STRIDE Academy for all students.		1.1.D: Utilization of reports from STRIDE Academy for planning differentiation.	1.1.D: Classroom Teachers and Administrators
			1.1.D.2: Implement "Bring your own Device" program.		1.1.D: % of classrooms integrating technology as evidenced by classroom observations.	
			1.1.D.3: Implement the use of eBooks instructionally to support gains in literacy and Lexile scores.		1.1.D: % of students improving levels of reading comprehension as evidenced by eBooks assessments and reports.	
			1.1.D.4: Continue using Brain Pop software to support student learning.			
			1.1.D.5: Facilitate teacher application of technology instructionally to complement the learning process.			

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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: Implement a consistent plan of interventions for use with struggling learners.		1.2.A: # of students who demonstrate success as a result of their RTI.	1.2.A: Teachers, Counselor, and Administrators
			1.2.A.2: Utilize a universal screener to monitor student progress.		1.2.A: # of teachers entering data points in TieNet and developing intervention plans.	
			1.2.A.3: Become proficient and consistent with putting data into TieNet.		1.2.A: # of teachers utilizing information from universal screener for instructional and RTI purposes.	

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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.		Number of Additional points earned on CCRPI indicators.	1.2.B: Newspaper Articles and photos of classroom community projects.	1.2.B: Counselor, Teachers, Administrators
			1.2.B.1: Execute a grade level and/or classroom community service project.		1.2.B: # of students participating in college and career day activities.	
			1.2.B.2: Hold a college and career day for all students.		1.2.B: Calendar of Events and Agendas	
			1.2.B.3: Expose students to various careers using speakers, programs and activities involving the community.		1.2.B: # of 5th grade students completing a career portfolio and 411 inventory.	
			1.2.B.4: Have 5th grade students complete a career portfolio as a nine weeks project.			
			1.2.B.5: Survey 5th grade students using GA Career 411 inventory.			

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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: Disaggregate data on school subgroups.	1.3.A: % of subgroup students scoring meets or exceeds on CCRPI content mastery indicators.	1.3.A: % of SWD who receive their instruction in the general education setting with appropriate supports and accommodations.	1.3.A: Host Teachers, Sp.Ed. And EIP Teachers, Counselor, Administrators
			1.3.A.2: Utilize a universal screener to measure progress for identified subgroups.	1.3.A: # of co-taught classes being provided for Students with Disabilities.	1.3.A: % of identified subgroups making progress on the universal screener.	
			1.3.A.3: Utilizing the coteaching/collaborative model schoolwide, provide time for SWD and EIP teachers to plan with host teachers.	1.3.A: % of EIP students meeting and exceeding on the CCRPI content mastery indicators.	1.3.A: Grade Level planning agendas and notes.	

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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: Review, revise, and strengthen sign-in procedures for all visitors.		2.1.A: Documentation of fire drills and code drills.	2.1.A: Office Personnel, Med. Tech., APD, and Principal
			2.1.A.2: Revise tornado evaluation plan for school.		2.1.A: Emergency Evacuation maps located in classrooms and throughout building.	
			2.1.A.3: Review school safety plan, policies and procedures.		2.1.A: BST Operations sign in sheets, meeting agendas and minutes.	
			2.1.A.4: Utilize the messenger system to strengthen communication.			
			2.1.A.5: Provide updated training for staff in responding to practice drills and emergencies professionally and efficiently.			

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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: Continue utilizing and developing leadership capacity in students using the Leader in Me model with assigned leader	2.1.B: % of students absent 15 days or less.	2.1.B: Nine Weeks Assemblies to celebrate success.	2.1.B: Teachers, APD, and Principal
			2.1.B.2: Implement a positive behavior reward system to be celebrated at the end of six weeks.		2.1.B: # of classrooms celebrating 100% attendance.	
			2.1.B.3: Improve school attendance through student recognition.		2.1.B: # of students with leader jobs.	
					2.1.B: # of office referrals entered in Infinite Campus.	

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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 parent information through multiple means of communication.	2.2.A: % of parents who feel welcomed in their child's school as indicated on surveys.	2.2.A: # of parents attending school-wide functions.	Type the person(s) responsible for Initiative 2.2.A here
			2.2.A.2: Provide increased opportunities for authentic parent involvement.	2.2.A: % of parents who agree their child's school provides various opportunities for involvement.	2.2.A: # of parents attending student-led conferences.	
			2.2.A.3: Continue the implementation of the "Show Me" app. and Edmoto to assist parents in helping their students.		2.2.A: % of parents answering School Messenger.	
			2.2.A.4: Continue student-led conferences school-wide.			

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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: Increase the opportunities to solicit stakeholder feedback at the school level.	2.2.B: # of website visits.	2.2.B: # of parents completing surveys after each school event.	2.2.B: Parent Involvement Coordinator; Teachers; and Administrators.
			2.2.B.2: Utilize messenger system often.	2.2.B: # of facebook visits.	2.2.B: # of parents answering a school message through the system messenger.	
			2.2.B.3: Survey parents to discern the best way to communicate information, eg. Email, phone calls, text, etc.		2.2.B: # of survey respondents on communication survey.	
			2.2.B.4: Further develop the use of the school's Facebook page.		2.2.B: % of parents satisfied with the level of communication between home and school.	
			2.2.B.5: Have teachers personally call and students write invitations to parents to encourage participation in school activities/workshops.			

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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: Provide bus evacuation drills twice annually.		3.1.A: School calendar documenting evacuation drills.	3.1.A: PE Teacher and Administrators.
			3.1.A.2: Review School Car Pool procedures with staff and students.			
			3.1.A.3: Ensure safety for all walkers by having staff escort students across Kings Chapel Road.			

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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: Actively pursue the collection of charged lunch fees.	3.1.B: % of breakfast and lunch participation.	3.1.B: # of nutrition education experiences provided by students in the classrooms.	3.1.B: School Food Service Manager and Principal
			3.1.B.2: Meals and snacks will be in accordance with state and national nutrition guidelines.		3.1.B: Documentation of attempts to get lunch charges collected.	
			3.1.B.3: Utilize themes to promote increased lunchroom participation.		3.1.B: School Food Service Manager Participation and activities scrap book.	

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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: Secure the front entrance to the school building.		3.1.C: # of Work Orders completed as a result of safety inspection.	3.1.C: Custodians, Principal, Maintenance Department
			3.1.C.2: Recommendation from summer safety inspection a fence be placed around school property.		3.1.C: Monthly custodial inspection reports.	
			3.1.C.3: Improve quarterly custodial inspection reports.			

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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: Provide training for staff in the use of document cameras.		3.1.D: Sign in sheets and agendas.	Type the person(s) responsible for Initiative 3.1.D here
			3.1.D.2: Implement "BYOD" program at Morningside.		3.1.D: # of teachers participating in the BYOD program for instructional purposes.	
			3.1.D.3: Examine technology standards outlined by the state CCGPS curriculum and develop a plan		3.1.D: Lesson plans addressing technology standards.	
					3.1.D: Computer Lab Calendar.	

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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: Update, maintain, and distribute teacher/staff school handbook.		3.1.E: Meeting agendas and sign-in sheets.	School Administrators
			3.1.E.2: Policies and procedures for disseminating system staff handbooks and code of ethics will be carried out according to system guidelines.		3.1.B: Faculty Verification sheets.	
			3.1.E.3: Professional Development procedures and guidelines for certified and classified staff will be followed as outlined by the system.			
			3.1.E.4: The school safety plan will be updated and reviewed frequently.			
			3.1.E.5: A schoolwide classroom discipline plan will be implemented to reinforce the school discipline plan and will be communicated to all stakeholders.			

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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: Maintain 100% highly qualified status.	3.2.A: % of highly qualified staff.	3.2.A: # of staff participating in the annual job fair.	3.2.A: School Administrators
			3.2.A.2: Participate in annual job fair.		3.2.A: Rubrics used to interview candidates for teaching positions.	
			3.2.A.3: Utilize Applitrack to screen and interview all applicants.			

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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: Utilize results of staff surveys to support needs or concerns.		3.2.B: BST meeting agendas and minutes.	BST members and Administrators
			3.2.B.2: Utilize Better Seeking Team for Instruction and Organization to gain input into the needs of staff in order to improve job satisfaction and performance in the classroom.		3.2.B: Activities designed to improve job satisfaction.	
					3.2.B: Retention of teachers.	

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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: Maintain an annual audit rating of very good or excellent.	3.3.A: Audit findings	3.3.A: % of p-card transactions.	3.3.A: Secretary/Bookkeeper; Principal
			3.3.A.2: Increase the use of p-card purchases.			

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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: Provide sustained, job embedded professional learning on RTI, Math Strategies, Writing Strategies, Higher Order Thinking and Differentiated Instruction through workshops, release days, collaboration meetings with system personnel, book studies, team meetings, faculty meetings, and classroom observations.	4.1.A: % of students scoring at meets or exceeds on CCRPI content mastery indicators.	4.1.A: Agendas and sign-in sheets.	4.1.A: Teachers and Administrators
			4.1.A.2: Hold vertical team meetings to reinforce math and writing goals.		4.1.A: Conference feedback forms.	
			4.1.A.3: Provide staff with opportuntieis to engage in professioanal conferences such as, GAEL, At-Risk conference, Rock Eagle Math conference, GA Counselor Conference, etc.		4.1.A: % of satisfied certified responses on planned professional learning activities.	
			4.1.A.4: Initiate several books studies to address staff needs, e.g. Discipline, Comprehension, Common Core.		4.1.A: # of teachers participating in ELA and Math Cadres.	
			4.1.A.5: Provide training in the use of Lexile scores to produce improved literacy.		4.1.A: # of teachers attending after school collaboration and vertical team meetings.	
			4.1.A.6: Provide teachers with time to plan effective lessons and analyze student work and data for improved instruction and student outcomes.			

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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: Plan job embedded training for classified staff that takes place during the work day.		4.2.A: Agendas and Sign-in Sheets.	4.2.A: Paraprofessionals and Administrators
			4.2.A.2: Ensure classified staff participates in team planning, faculty meetings, etc. in order to develop skills in understanding the school-wide program.			
			4.2. A.3: Provide Leader In Me training to all classified staff.			

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