

Northside Elementary School Strategic Improvement Plan 2014-2015

Strategic Goal	Performance Objective	Initiative	Smart Goal	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	NES will increase our CCRPI score from a baseline of 83.7 in 2012; to 84.1 in 2013; to 86 in 2014; to 87.5 in 2015	1.1.A.1: Utilize updated curriculum maps, units of study and assessments for all grade levels and all content areas based on the needs of our students.	1.1.A: % of students scoring at meets or exceeds on CCRPI in content mastery indicators	1.1.A: % of grade levels using common assessments and benchmarks	Principal, API, BST
			NES will increase the % of students scoring at meets or exceeds in Math on CCRPI from a baseline of 91.9% in 2012; to 92.6% in 2013; to 93.5% in 2014; to 95% in 2015	1.1.A.2: Increase the use of content vocabulary in all subject areas. Implement continuous review of previously taught concepts and vocabulary.	1.1.A: % of students scoring at exceeds level in core content areas	1.1.A: % of grade levels using higher order thinking strategies and a variety of relevant text to increase reading and comprehension levels across all curricular areas	
			NES will increase the % of students scoring at meets or exceeds in Science on CCRPI from a baseline of 87.4% in 2012; to 86.8% in 2013; to 87% in 2014; to 89% in 2015	1.1.A.3: Increase the use of multiple texts with one concept, longer and denser text, and higher level questions that require written responses	1.1.A: % of students engaged in project-based learning activities	1.1.A: % of classrooms showing evidence of content area vocabulary instruction observed during formal and informal observations	
			NES will increase the % of students scoring at meets or exceeds in SS on CCRPI from a baseline of 88.9% in 2012; to 90.5% in 2013; to 91% in 2014; to 93% in 2015	1.1.A.4: Full implementation of STEM rubric to obtain certification	1.1.A: % of students increasing in math fact fluency	1.1.A: % of classrooms showing evidence of using the Engineering Design Process during formal and informal observations	
			NES will increase the % of students in grade 3 achieving a Lexile measure equal to or greater than 650 on CCRPI from a baseline of 69.8% in 2012; to 75.5% in 2013; to 78% in 2014; to 80% in 2015	1.1.A.5: Integrate Reading and Writing across all disciplines; specifically in Science, Social Studies and Math	1.1.A: % of students engaged in keyboarding instruction	1.1.A: % of classrooms showing evidence of using Number Talks, Manipulatives, Hiding Assessment and STRIDE Academy to increase math fluency	
			NES will increase the % of students in grade 5 achieving a Lexile measure equal to or greater than 850 on CCRPI from a baseline of 60.4% in 2012; to 71.4% in 2013; to 75% in 2014; to 78% in 2015	1.1.A.6: Increase text complexity, vocabulary instruction and amount of non-fiction reading across all curricular areas			
			We will increase the points earned for Progress on the CCRPI from a baseline of 18.5 in 2012 to 15.2 in 2013 to 16 in 2014 to 17 in 2015	1.1.A.7: Strengthen Math fluency and Math Computation across all grade levels K-5			
			We will set a baseline of staff receiving a 3 on Standard 4 on TKES	1.1.A.8: Strengthen Number Talks and use of manipulatives			

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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: Utilize common instructional frameworks that ensure standards are explicit, posted and referenced often		1.1.B: # of teachers posting higher order thinking questions	Principal, API, BST, EIP Math/Reading, Teachers
				1.1.B.2: Providing instruction to the high achiever with scaffolding to ensure student success		1.1.B: # of teachers using the vocabulary of the standards and content in classrooms daily	
				1.1.B.3: Create an environment where students use the language of the standard and EQ to describe work and show evidence of their reasoning		1.1.B: % of classrooms aligning the Math and Science Standards with all STEM activities	
				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: % of classes utilizing Science and Strategies labs once per week	
				1.1.B.5: Ensure that instruction is differentiated and based on assessment data		1.1.B: % of teachers practicing math facts and increasing computation activities everyday	
				1.1.B.6: Full implementation of science and strategies labs for all grade levels and transform into a STEM school.		1.1.B: % of classrooms using the Engineering Design Process for project-based learning	
				1.1.B.7: Ensure that rigor is pervasive			

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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 assessment data and Writing on Demand pieces to differentiate instruction	1.1.C: % of students will show growth and be successful on Tier I of Pyramid of Interventions	1.1.C: % of grades utilizing benchmark assessment results and Writing on Demand pieces in collaborative plans	Principal, API, Teachers, EIP Math/Reading, BST, Counselor
				1.1.C.2: Utilize system-level benchmarks and formative assessments to differentiate instruction in content areas	1.1.C: % of 3 and 5 grade students meeting CCRPI lexile target	1.1.C: % of teachers increasing project-based learning activities	
				1.1.C.3: Analyze and use CCRPI, CRCT, benchmark assessments, and SLOs data to maximize student achievement and be the source of school-level decisions	1.1.C: % of 3-5 grade students meeting or exceeding on CCRPI in Math	1.1.C: % of teachers increasing activities to increase math fluency	

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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: Increase the use of technology within lesson delivery through use of the SmartBoard, document cameras, wireless internet access, ipads and BYOD		1.1.D: % of teachers utilizing the computer lab, Science Lab and Strategies Lab once per week	Administrators, Smart Trainer on Staff, Integration Technology Specialist
				1.1.D.2: Utilize Classworks, Accelerated Reader, STAR, Brain Pop, Flocabulary, Mountain Language and STRIDE Academy software to target individual student needs		1.1.D: % of teachers integrating technology into the lesson	
				1.1.D.3: Utilize BYOD once a week to facilitate student application of technology as a tool to complement the learning process and to reinforce investigation and analysis skills		1.1.D: % of teachers participating in BYOD program	

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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: Across the content areas, utilize a universal screener to drive instruction	1.2.A: % of students retained	1.2.A: % of teachers participating in monthly RTI Roundup Meetings	Administrators, Counselor, Teachers
				1.2.A.2: Strengthen the implementation of effective research-based interventions in the RTI process.	1.2.A: % of students will show growth and be successful on Tier I of Pyramid of Interventions	1.2.A: % of students who show growth as a result of research-based interventions	
				1.2.A.3: Utilize assessment data to identify student's individual needs			
				1.2.A.4: Utilize monthly RTI Roundup meetings and feedback			

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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: Provide all students with Career Awareness Lessons in grades 1-5	1.2.B: %of students in grades 1-5 completing the specific number of Career Lessons aligned to Georgia's 17 career pathways.	1.2.B: % of teachers participating in vertical team meetings	Administrators, Counselor, Special Education Teachers, EIP Teachers
				1.2.B.2: 5th grade teachers participating in vertical team meetings with middle and high school teachers			

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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.	We will increase the Achievement Gap points earned on the CCRPI from a baseline of 9 in 2012 to 10 in 2013; to 11 in 2014 to 12 in 2015.	1.3.A.1: Provide disaggregated data on system and school subpopulations	1.3.A: % of co-taught classes provided for SWD	1.3.A: # of teachers using specific data to differentiate instruction	Administrators, Counselor, EIP, Special Education, Teachers
			We will increase the Challenge Points earned on the CCRPI from a baseline of 6.7 in 2012 to 8.1 in 2013; to 8.9 in 2014; to 9.3 in 2015	1.3.A.2: Provide instruction where appropriate through the co-teaching or inclusion model	1.3.A: % of sub-population students scoring at meets or exceeds on CCRPI content mastery indicators.	1.3.A: # of EIP and SWD students receiving targeted instruction during academic opportunity time	
				1.3.A.3: Develop learning strategies to support SWD and Minority students in accessing regular curriculum		1.2.A: % of students who show growth as a result of research-based interventions	
				1.3.A.4: Expand the utilization of Lexile and HCLI scores			
				1.3.A.5: Provide targeted instruction prior to administration of GMAS			
				1.3.A.6: Provide post-GMAS remediation in reading and math during the school day for targeted students			
				1.3.A.7: Utilize targeted small group instruction based on ongoing formative and summative assessment data and RTI			

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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: Update, review and practice school safety plan, policies and procedures		2.1.A:% participating in code drills at least once a semester	Principal, APD, Counselor
				2.1.A.2: Conduct and monitor regularly planned safety drills		2.1.A:% participating in severe weather and fire drills according to state and system guidelines	
				2.1.A.3: Communicate our school belief that "safety is our #1 priority"		2.1.A:% participating in bullying prevention, violence prevention, drug prevention and sexual harassment programs	
				2.1.A.4: Provide Pre-K - 5 instruction in violence and drug prevention, personal health and safety		2.1.A: % participating in expansion of recognition program through PBIS	
				2.1.A.5: Provide Bullying/Title IX procedures and instruction for staff and students		2.1.A: #of office referrals	
				2.1.A.6: Implement Falcon Dollars, recognition, celebrations, and rewards for PBIS program		2.1.A: # of bullying/sexual harassment incidents	

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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.	NES will increase average daily attendance on CCRPI from a baseline of 97.7% in 2012; to 96.9% in 2013; to 97% in 2014; to 97.5% in 2015	2.1.B.1: Monitor student attendance policy	2.1.B: % increase in Average Daily Attendance	2.1.B: % of classrooms obtaining "Falcons Soar Daily" recognition at least once per year	Principal, APD, Counselor, Teachers, PIC
				2.1.B.2: Daily communicate one school rule of "RESPECT"		2.1.B: % participating in ADVANCE Education/Character Education/Body Safety programs	
				2.1.B.3: Provide conflict resolution and peer mediation strategies		2.1.B: % participation in 9-week assemblies to recognize student success	
				2.1.B.4: Implement "Think First & Stay Safe"		2.1.B: # of office referrals	
				2.1.B.5: Full implementation of PBIS			

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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.	We will set a baseline for the percentage of teachers receiving a Level 3 on Standard 8 (Positive Learning Environment) and Standard 10 (Communication) as part of their TKES evaluation.	2.2.A.1: Provide parents information through system and school websites, school agenda, automated calling system, social media and weekly folders		2.2.A: % of parents agreeing that we provide various opportunities for involvement	Principal, API, PIC
				2.2.A.2: Expand research-based strategies for parent involvement at home, school and system with a full-time Parent Involvement Coordinator		2.2.A: % of Parents participating in academic opportunity with their child	
				2.2.A.3: Provide the opportunity for parental involvement through extended PACT, Family Nights, STEM Adventure Night, grade level information nights and school-to-home activities		2.2.A: % of parents in attendance at events	
				2.2.A.3: Develop a Parent Involvement Action Plan and Compact with the PIC and committee to include academically focused parent events.			

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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.	We will increase the percentage of parents that feel "Administrators, teachers, and staff members openly communicate with parents" from 68% in 2013 to 69% in 2014 to 80% in 2015	2.2.B.1: Provide ongoing communication through system and school websites, agendas, automated calling system, social media and weekly folders		2.2.B: % of stakeholder satisfaction regarding communication	Principal, API, PIC
				2.2.B.2: Provide ongoing communication and acknowledgement of system and school accomplishments, targets and goals		2.2.B: % of stakeholder response on surveys	
				2.2.B.3: Create and disseminate a survey to stakeholders regarding communication satisfaction		2.2.B: # of school-wide communications sent, posted and called during the year.	

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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: Bus Safety will be practiced twice a year during Physical Education classes.		3.1.A.1: # of bus referrals	Type the person(s) responsible for Initiative 3.1.A here
				3.1.A.1: Administrators will support the transportation department by administering consequences regarding bus infractions.			
				3.1.A.2: Administrators will conduct a meeting with the route supervisor and bus drivers to ensure our support			
				3.1.A.3: Continue bus safety lessons during physical education classes.			

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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.					Type the person(s) responsible for Initiative 3.1.B here

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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.	We will increase the percentage of parents that feel "The school is safe and clean" from 86% in 2014 to 88% in 2015 to 90% in 2016	3.1.C.1: Maintain Cleanliness in all areas of the building and grounds		3.1.C: % of classrooms and hallways cleaned on a daily basis	Type the person(s) responsible for Initiative 3.1.C here

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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: Ipads will be utilized in every classroom.		3.1.D: % of classrooms utilizing the ipads	Type the person(s) responsible for Initiative 3.1.D here
				3.1.D: Computer lab will be utilized by every class at least once a week.		3.1.D: % of classrooms utilizing the computer lab one time per week	
				3.1.D: BYOD will be utilized in most classrooms at least once per week		3.1.D: % of classrooms utilizing the BYOD program	

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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, revise, keep, drop and implement the Northside Elementary Teacher Handbook and Houston County handbook.		3.1.E: % of teachers reviewing the handbook.	Type the person(s) responsible for Initiative 3.1.E here

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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	We will maintain 100% of highly-qualified certified staff	3.2.A.1: Maintain a 100% highly-qualified staff	3.2.A: % of highly qualified teachers		Type the person(s) responsible for Initiative 3.2.A here
			We will maintain 100% of highly-qualified Classified staff		3.2.A: % of highly qualified classified staff		

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Organizational Effectiveness	3.2: Ensure effective personnel processes.	3.2.B: Retain high-quality certified and classified staff.	We will set a baseline for the number of teachers receiving a Level 3 on Standards 1 and 9 on TKES evaluation.	3.2.B.1: Provide high quality induction for beginning teachers and on-going teacher mentoring opportunities through our Survivor NES program		3.2.B: # of new teachers participating in mentoring opportunities	Type the person(s) responsible for Initiative 3.2.B here
				3.2.B.2: Encourage teachers to obtain gifted, science and/or math endorsements to reach the goal of 75% of our faculty for STEM certification			

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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: 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.1:% of all budgets spent according to needs identified by all stakeholders	Administrators, Bookkeeper, BST

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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	We will set a baseline for the number of teachers receiving a Level 3 on all standards of TKES	4.1.A.1: Maintain and enhance a culture of fidelity that supports the school motto and student failure is not an option by attending conferences based on school improvement initiatives		4.1.A: # of staff attending Leadership Summit focused on best practices and TKES/LKES to support system and school improvement processes	Certified and Support Staff
			We will increase the points earned for Progress on the CCRPI from a baseline of 18.5 in 2012 to 15.2 in 2013 to 16 in 2014 to 17 in 2015	4.1.A.2: Continue monthly professional learning sessions at faculty meetings based on the needs of the school.		4.1.A: % of leaders participating in monthly professional learning sessions	
				4.1.A.4: Continue grade level planning days once per semester		4.1.A: % of certified and support staff in attendance at professional learning meetings	

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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.5: Continue professional learning during grade level planning at least twice per week		4.1.A: % of teachers participating in 100% of unit previews of content areas	Administrators, Counselor, Ce
				4.1.A.6: Strengthen school initiatives by having administrators facilitate a book study with all staff		4.1.A: % of teachers participating in a book study based on school improvement initiatives	
				4.1.A.7: Strengthen our use of PBIS and schoolwide expectations, recognition and structure		4.1.A: % of teachers participating in professional learning based on progress/growth	
				4.1.A.8: Strengthen our professional learning in the area of progress/growth across the content areas			

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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.	We will set our baseline for the number of classified staff members receiving a "Proficient" or "Exemplary" on the Classified Personnel Evaluation system.	4.2.A.1: Provide professional learning to support staff on specified school improvement initiatives		4.2.A: # of classified staff giving a "satisfactory" on professional learning evaluations.	Administrators, Student Services, EIP Math/Reading Teachers
				4.2.A.2: Provide job-embedded professional learning based on the needs of classified personnel.			

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