

Tucker Elementary 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: Houston County pacing guides and units of study for all grade levels and in the content areas of Reading/ELA, math, science, and social studies are the primary planning tool for all academic teachers.	1.1.A: Students scoring at meets or exceeds on the CCRPI content mastery standards are as follows: 3rd grade: R - 92, ELA 87, M 85, S 86, SS 90. 4th grade: R - 95, ELA 95, M 90, S - 90, SS 85. 5th grade: R - 98, ELA - 98, S - 85, SS - 85.	1.1.A: HCLI administration in 2nd grade to reflect an on-grade level percentage of the following: #1 75%; #2 90%; #3 100%.	Assistant Principal of Instruction - Patricia Bolden, BST, all teachers
			1.1 A.2: All academic teachers follow a collaborative planning framework utilizing state content standards and GTE units of study (when applicable).	1.1.A: 100% of students in grades 2-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 career clusters; to include the 5th grade student portfolio.	1.1.A: HCLI administration in 3rd grade to reflect an on-grade level percentage of the following: #1 75%; #2 90%; #3 100%.	
				1.1.A: 95% of students score at meets or exceeds on the CCRPI Georgia Writing Test.	1.1.A: 100% of students in grades 3-5 gain a minimum of 100 points on the monthly administration of the Scholastic Reading Inventory by May 1, 2013.	
				1.1.A: 25% of students score at exceeds on the Georgia Writing Test.	1.1.A: 100% of students in grades 2 are scored on a monthly administration of a running record August through May, 2013.	
				1.1.A: TES CCRPI overall score increases from 79 points to 85 points.	1.1.A: Maintain and provide up-to-date agendas, sign-in sheets, and minutes from all collaborative planning meetings.	

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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: Teachers are trained to incorporate literacy skills in all content areas with a focus on writing and reading.		1.1.B: Maintain and provide up-to-date agendas, sign-in sheets, and minutes from all professional learning, collaborative, and action planning meetings.	PLAC team, all teachers, administrative team.
			1.1.B: Ensure that instruction is differentiated in all content areas and for all students.			
			1.1.B: Use formative and summative assessments (to include pretests) to systematically and purposefully plan for instruction for all students.			

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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: Target and track grade level data specific to the SIP that includes diagnostic, formative, and summative assessments in addition to personal mission statements and goal setting components to be housed in individual student data notebooks.	1.1.C: Students scoring at meets or exceeds on the CCRPI content mastery standards are as follows: 3rd grade: R - 92, ELA 87, M 85, S 86, SS 90. 4th grade: R - 95, ELA 95, M 90, S - 90, SS 85. 5th grade: R - 98, ELA - 98, S - 85, SS - 85.	1.1.C.1100% of students with the aid of their homeroom teacher will organize and maintain an up-to-date student data notebook.	BST, all teachers, administrative team.
			1.1.C.2: Time to Roar serves to extend GTE learning time and RTI work during the school day based on Classworks progress monitoring data and Tienet information.	1.1.C: 95% of students meet or exceed standards on the Georgia Writing Assessment.	1.1.C: HCLI administration in 2nd grade to reflect an on-grade level percentage of the following: #1 75%; #2 90%; #3 100%.	
			1.1.C.3: Utilize system-level and school level benchmarks and formative assessments (to include pretests) to adjust instruction.	1.1.C: 25% of students score at exceeds on the Georgia Writing Test.	1.1.C: HCLI administration in 3rd grade to reflect an on-grade level percentage of the following: #1 75%; #2 90%; #3 100%.	
				1.1.C: 100% of 3rd grade students meet or exceed CCRPI Lexile target.	1.1.C: 100% of students in grades 3-5 gain a minimum of 100 points on the monthly administration of the Scholastic Reading Inventory by May 1, 2013.	
				1.1.C: 100% of 5th grade students meet or exceed CCRPI Lexile target.	1.1.C: 100% of students in grades 2 are assessed using a monthly running record August through May 2014.	
					1.1.C: Maintain and provide up-to-date agendas, sign-in sheets, and minutes from collaborative and action planning meetings.	

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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.	Initiate Bring Your Own Device plan beginning January 2014.		1.1.D: TES communicates with parents, staff, and students using HOCO materials and procedures.	Media Specialist

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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: Identify and implement a consistent plan of interventions for struggling learners.		1.2.A.1: 90% of Tier II and 90% of Tier III academic students demonstrate success on probes as a result of their response to intervention.	All teachers, Principal

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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: Utilize the RTI process to assist students with passing all 4 academic course content areas in grades 3, 4, and 5.	1.2.B: 98% of students in grades 5 passing all 4 academic course content areas.	1.2.B: 98% of students in grades 3 and 4 passing all 4 academic course content areas at mid 9 weeks and 9 week intervals.	Type the person(s) responsible for Initiative 1.2.B here

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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.				Lead SPED teacher, SPED department, administrative team
			1.3.A: Provide regular and up-to-date disaggregated data on school subgroupings.	1.3.A: 85% of subgroup students scoring at meets or exceeds on CCRPI content mastery indicators.		
					1.3.A: Agenda, Sign-in sheet, minutes from SPED department meetings, and including Tienet data entries.	

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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 school safety plan, policy, and procedures.		2.1.A.1: School safety plan is updated according to Houston County School System guidelines.	Assistant principal - Kasandra King
			2.1.A.1: Conduct regularly planned safety inspections and drills.		2.1.A.1: School safety plan is reviewed with the faculty.	
			2.1.A.1: Update school safety plan.		2.1.A.1: 100% of all regularly planned safety inspections and drills are conducted.	
					2.1.A.1: TES data on GEMA website meets criteria set by GEMA.	

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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: Recognize student growth and achievement, particularly in the area of reading.		2.1.B: School hosts at least 12 leadership ceremonies during the 2013-2014 school year.	BST, all school staff
			2.1.B: Provide for students a 3rd annual Leadership Day.		2.1.B: Out of county attendees are surveyed following Leadership Day activities and data is used for future Leadership Day planning.	
			2.1.B: Implement year #2 of the TES schoolwide discipline plan.		2.1.B: 100% of new 2013-2014 certified staff receive professional learning on the 7 Habits of Effective People/Leader in Me before preplanning begins.	
			2.1.B: Expand the Leader in Me process.		2.1.B: Qualitative teacher feedback on the use of the upgraded schoolwide student leadership card (minutes from meetings).	
					2.1.B: Smartboard 7 habits lessons are created and taught in all homerooms during the 1st 9 weeks.	

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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.				Title I Parent Coordinator, Parent Action Team, school secretary, administrative team
			2.2.A: Provide parent information and system and school websites, local cable television, weekly home/school folders, monthly newsletters, call-outs, parent/teacher conferences, Facebook, and academic family activities detailed in Title I Parent Action Plan.		2.2.A: Title I Parent Coordinator documentation complies with federal/state/local guidelines.	
			2.2.A: Fund Title I Parent Coordinator to serve as liaison between home, school, and community.		2.2.A: Surveys/feedback forms collected at family 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.				Type the person(s) responsible for Initiative 2.2.B here
			2.2.B: Provide ongoing communication through system and school websites, local cable television, weekly home/school folders, monthly newsletters, call-outs, parent/teacher conferences, Facebook, and academic family activities detailed in Title I Parent Action Plan.		2.2.B: Title I Parent Coordinator documentation includes sign-in sheets at family events.	
			2.2.B: Fund Title I Parent Coordinator to serve as liaison between home, school, and community.		2.2.B: Surveys/feedback forms collected at family events.	
			2.2.B: Increase the opportunities to solicit authentic stakeholder feedback at the school level.		2.2.B: Scoreboards are used at stakeholder events to solicit authentic feedback.	

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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: Conduct orderly and timely departure practices.		3.1.A: 100% of the students dismissed each day are tracked on dismissal logs.	All staff
					Click here and type your second internal measure here	

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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.	3.1.C: New entryway and tiles are installed summer of 2013.	3.1.C: Facilities department oversees performance objectives being met.			Type the person(s) responsible for Initiative 3.1.C here
			3.1.C: Gym upgrades occur during the 2013-2014 school year.				

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

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Organizational Effectiveness	3.1: Facilitate and monitor organizational processes.	3.1.E: Implement policies and procedures to ensure organizational effectiveness.				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				Type the person(s) responsible for Initiative 3.2.A here

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Organizational Effectiveness	3.2: Ensure effective personnel processes.	3.2.B: Retain high-quality certified and classified staff.				Type the person(s) responsible for Initiative 3.2.B here

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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: Manage all budgets in compliance with building level, local, state, and federal regulations.		3.3.A: Internal spreadsheets of all expenditures are accurate and up-to-date.	Principal, assistant principal of instruction, bookkeeper
					3.3.A: Monthly review of spreadsheets by bookkeeper and principal.	
					3.3.A: Bi-monthly review of Title I and professional learning spreadsheets by assistant principal of instruction and bookkeeper.	

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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: Continue job-embedded professional learning to increase teacher effectiveness for standards-based instruction to include the following: (1) utilization of the instructional framework (2) use of assessment to differentiate instruction (3) incorporation of literacy skills in all content areas (4) Leader in Me.		4.1.A.1: Agendas, sign-in sheets, and minutes from weekly instructional meetings.	Assistant principal of instruction, all staff
			4.1.A.2: Allocate time and funding for professional learning to include: (1) planning differentiated lessons (2) analyzing student work (3) using formative and summative data to inform instruction (4) provide support for struggling students (5) attendance at GASEP, GACIS, SSTAGE, PALS, Rock Eagle, GTE, Leader in Me training events, secretary/principal November '12 conference, and any/all other events recommended by the district.		4.1.A.1: Agendas, sign-in sheets, and minutes from AM collaborative meetings.	
					4.1.A.1: District level conference feedback forms.	

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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: Attend job specific professional learning opportunities offered by the district.		4.2.A: District level sign-in sheets and TES professional learning log.	Type the person(s) responsible for Initiative 4.2.A here

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