



HOUSTON COUNTY GOAL ALIGNMENT AND STRATEGIC PLAN 2013-2014

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SUPERINTENDENT

The Houston County Strategic Plan is reflective of our mission, vision, and beliefs. It is a living document that is continually reviewed throughout the year, updated annually and serves as the foundation for school-level improvement plans. This tool provides a roadmap for continuous improvement of student performance by aligning goals and initiatives to the system mission and vision. Identifying critical focus areas necessary to produce high-achieving students ensures prioritization of initiatives, actions, and investments necessary to achieve our strategic goals.

MISSION

Our mission is to produce high-achieving students.



VISION

Our vision is that our system will be world class.

BELIEFS

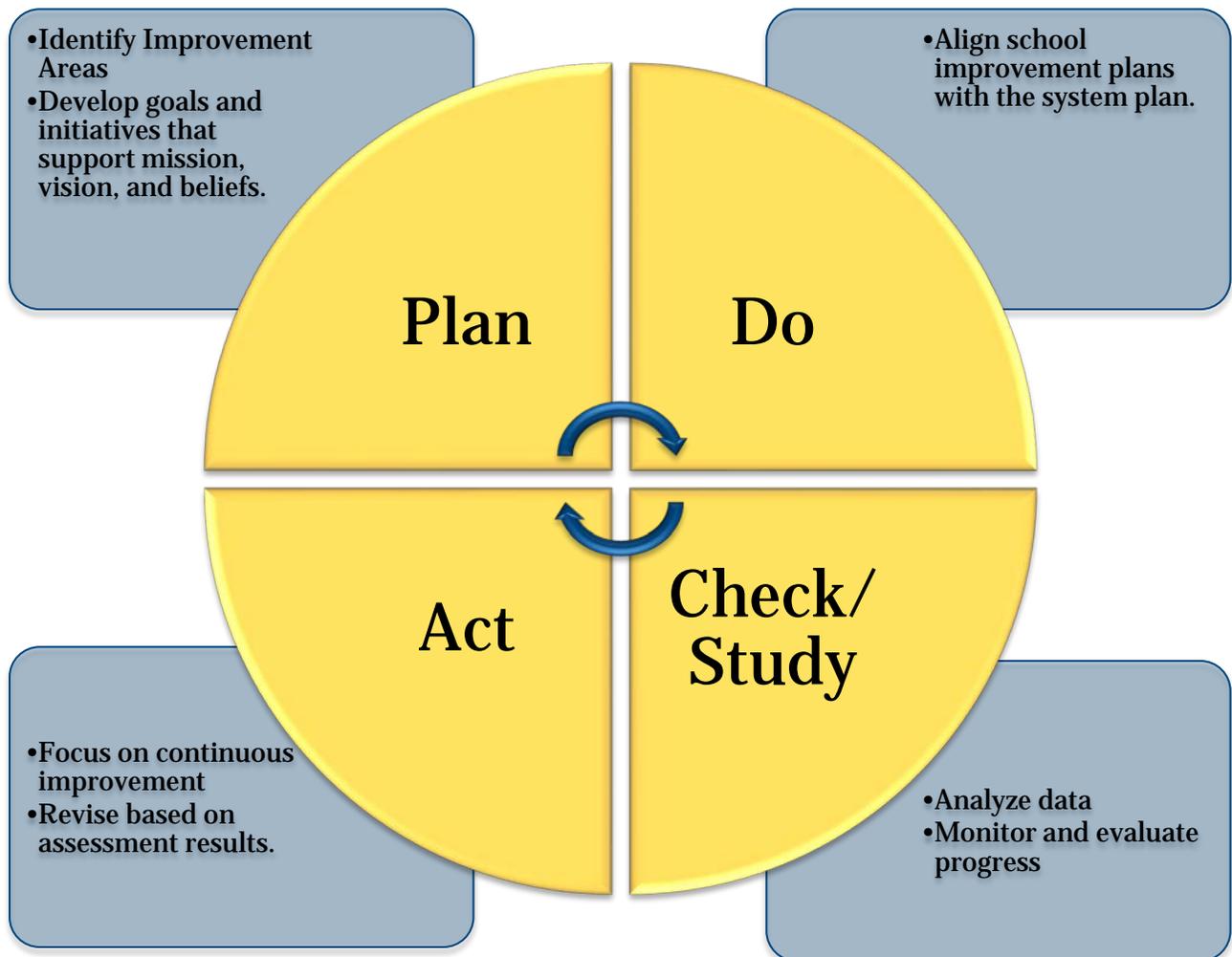
- ★ Safety is our number one priority.
- ★ Failure is not an option. We do expect that all children can learn.
- ★ We will not be satisfied until all of our schools meet or exceed the highest academic standards.
- ★ We are committed to determining what each child needs to fulfill his potential.
- ★ We take responsibility for learning, for both our students and ourselves.
- ★ We are not afraid of change and will embrace change that is research-based and proven to be effective.

THE HOUSTON COUNTY WAY

- ☆ Strive for excellence in all that we do.
 - ☆ Have a professional attitude.
 - ☆ Go the extra mile.
- ☆ Base decisions on what's best for the child.
 - ☆ Provide quality customer service.
- ☆ Hard work, dedication and love for children.
- ☆ Approach work every day with a positive attitude, hope, enthusiasm and compassion.
 - ☆ Do things right; do the right thing.

***FOR HOUSTON COUNTY STUDENTS,
FAILURE IS NOT AN OPTION!***

Houston County Strategic Planning Process



Strategic Goals and Performance Objectives
Strategic Goal 1 – Student Achievement

Performance Objective 1.1 – Ensure mastery of the Standards.

Performance Objective 1.2 – Guarantee student success.

Performance Objective 1.3 – Close the achievement gap between subpopulations.

Alignment with State Board of Education Goals

SBOE Goal#1: *Making Education Work for All Georgia's Students*

Alignment with GSBA/GSSA Vision for Public Education

Area 4 – Teaching and Learning

- 4.1** *Create collaborative learning communities and implement expert coaching in all schools.*
- 4.2** *Integrate fully a variety of technologies to support student learning and facilitate assessment.*
- 4.3** *Develop challenging and dynamic curricula that is sufficiently flexible to meet the diverse needs of students and to support higher-order thinking.*
- 4.4** *Develop a comprehensive and balanced system of assessments that is useful in guiding the work of teachers and students.*
- 4.5** *Ensure that all teachers understand and use differentiated strategies effectively in the instruction and assessment of students.*

Alignment with AdvanceED Standards for Quality: School Systems

Standard 1: ***Purpose and Direction -- The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.***

Indicator 1.1 The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.

Indicator 1.2 The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.

Indicator 1.3 The school leadership and staff at all levels of the system commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.

Indicator 1.4 Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.

Strategic Goal 1 – Student Achievement (*continued*)

Alignment with AdvanceED Standards for Quality: School Systems (*continued*)

Standard 3:	Teaching and Assessing for Learning -- <i>The system’s curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.</i>
Indicator 3.1	The system’s curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.
Indicator 3.2	Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.
Indicator 3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.
Indicator 3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.
Indicator 3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.
Indicator 3.6	Teachers implement the system’s instructional process in support of student learning.
Indicator 3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system’s values and beliefs about teaching and learning.
Indicator 3.8	The system and all of its schools engage families in meaningful ways in their children’s education and keep them informed of their children’s learning progress.
Indicator 3.9	The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student’s school who supports that student’s educational experience.
Indicator 3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.
Indicator 3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.
Standard 5:	Using Results for Continuous Improvement -- <i>The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.</i>
Indicator 5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.
Indicator 5.2	Professional and support staff continuously collect, analyze and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions that support learning.
Indicator 5.4	The system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.
Indicator 5.5	System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.

Strategic Goal 2 – Student and Stakeholder Engagement

Performance Objective 2.1 – Ensure a safe and enriching school environment.

Performance Objective 2.2 – Encourage student and stakeholder involvement.

Alignment with State Board of Education Goals

SBOE Goal#1: *Making Education Work for All Georgia's Students*

SBOE Goal#3: *Making Education Work for Georgia's Parents*

Alignment with GSBA/GSSA Vision for Public Education

Area 2 – General

2.1 *Promote public education as the cornerstone of American democracy by publicizing student and school successes through all available media.*

Area 3 – Early Learning and Student Success

3.5 *Adopt a pre-kindergarten through grade 3 integrated education model for all children ages four through eight.*

Area 8 – Culture, Climate, and Organizational Efficacy

8.1 *Make each school and district an inviting place to be for students, parents, staff, and the larger community.*

8.2 *Establish each school as the center or hub of the community in which it exists.*

8.3 *Determine stakeholder perceptions of schools and school district.*

8.4 *Develop a culture and climate that foster innovation and responsible risk-taking.*

8.5 *Develop school and district cultures that are sensitive and responsive to the cultural, racial, ethnic and socio-economic make-up of the communities they serve.*

8.6 *Develop safe, orderly, supportive learning environments built on respect and encouragement where all individuals believe they can make a positive difference.*

8.7 *Get to know and be willing to truly listen to the students in our schools.*

Alignment with AdvanceED Standards for Quality: School Systems

Standard 2: **Governance and Leadership -- *The system operates under governance and leadership that promote and support student performance and system effectiveness.***

Indicator 2.4 Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.

Indicator 2.5 Leadership engages stakeholders effectively in support of the system's purpose and direction.

Standard 3: **Teaching and Assessing for Learning -- *The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.***

Indicator 3.11 All staff members participate in a continuous program of professional learning.

Standard 4: **Resources and Support Systems -- *The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.***

Indicator 4.7 The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.

Indicator 4.8 The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.

Strategic Goal 3 – Organizational Effectiveness

Performance Objective 3.1 –Facilitate and monitor organizational processes.

Performance Objective 3.2 –Ensure effective personnel processes.

Performance Objective 3.3 –Maintain efficient financial processes.

Alignment with State Board of Education Goals

SBOE Goal#2: *Making Education Work for Georgia’s Educators*

Alignment with GSBA/GSSA Vision for Public Education

Area 3 – Early Learning and Student Success

3.6 *Ensure adequate financial support for the implementation of viable programs for all young children.*

Area 5 – Teaching and Learning Resources

5.2 *Ensure full technology integration into the classroom by providing access to adequate resources, equitable infrastructure and professional learning opportunities for teachers.*

Area 6 – Human and Organizational Capital

6.1 *Create a state-wide initiative to identify and recruit talented candidates into teacher preparation programs.*

6.2 *Conduct a review of teacher and leader preparation programs for the purpose of identifying and implementing effective program components and strategies designed to better prepare individuals for the teaching profession.*

6.3 *Provide comprehensive recruitment, induction and retention strategies for all local school districts.*

6.5 *Examine organizational structures and processes to ensure support of student learning and provide for distribution of leader responsibilities at all levels within the district.*

Area 9 – Financial Resources

9.2 *Identify in both state and local budgets for public education sufficient fiscal resources for implementing both a comprehensive data system and an evaluation system that uses data to measure and improve effectiveness in meeting objectives for enhanced student learning.*

9.3 *Initiate an ongoing process at the local school district level for systematically evaluating all expenditures to enable the development and adoption of budgets that are focused on district strategies for maximizing student learning.*

9.4 *Provide a high level of flexibility to local school districts in decision-making authority about the most effective strategies for the expenditure of funds to enable all students to be successful in school, coupled with appropriate methods for evaluating school and district success and for implementing positive state interventions where they are found to be needed.*

9.6 *Provide the most optimal partnership between the state and local school districts in sharing the responsibility for financial support of public education, while ensuring that disparity in local fiscal capacity does not impede the implementation of Vision Project recommendations in all Georgia districts.*

9.7 *Provide an ongoing level of state financial support for public education which, when combined with local revenue available to boards of education, makes the attainment of our Vision for Public Education in Georgia a reality and ensures its sustainability.*

Strategic Goal 3 – Organizational Effectiveness *(continued)*

Alignment with AdvanceED Standards for Quality: School Systems	
Standard 2:	Governance and Leadership -- <i>The system operates under governance and leadership that promote and support student performance and system effectiveness.</i>
Indicator 2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.
Indicator 2.2	The governing body operates responsibly and functions effectively.
Indicator 2.3	The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.
Indicator 2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.
Standard 4:	Resources and Support Systems -- <i>The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.</i>
Indicator 4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.
Indicator 4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.
Indicator 4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.
Indicator 4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.
Indicator 4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.
Indicator 4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.

Strategic Goal 4 – Learning and Growth

Performance Objective 4.1 – Provide valuable professional learning.

Performance Objective 4.2 – Enhance continuous improvement processes.

Alignment with State Board of Education Goals

SBOE Goal#1: *Making Education Work for All Georgia's Students.*

SBOE Goal #2: *Making Education Work for Georgia's Educators.*

Alignment with GSBA/GSSA Vision for Public Education

Area 4 – Teaching and Learning

4.1 *Create collaborative learning communities and implement expert coaching in all schools.*

4.5 *Ensure that all teachers understand and use differentiated strategies effectively in the instruction and assessment of students.*

Area 7 – Governance, Leadership, and Accountability

7.7 *Establish and maintain high reliability organizations through development of local school district leadership teams.*

Alignment with AdvanceED Standards for Quality: School Systems

Standard 3: **Teaching and Assessing for Learning** -- The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Indicator 3.11 All staff members participate in a continuous program of professional learning.

Standard 5: **Using Results for Continuous Improvement** -- The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Indicator 5.3 Throughout the system professional and support staff are trained in the interpretation and use of data.

Initiatives and Actions
Strategic Goal 1 – Student Achievement
Performance Objective 1.1 – Ensure mastery of the Standards.
Initiative 1.1.A – Provide high-quality instruction that is aligned with the state standards.

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>1.1.A.1: Maintain and provide up-to-date curriculum, instruction, and assessment resources for all grade levels and all content areas.</p> <p>1.1.A.2: Facilitate adoption of learning resources.</p> <p>1.1.A.3: Provide a systematic approach for collaborative planning utilizing the state standards.</p> <p>1.1.A.4: Implement and monitor policies and procedures focused on instructional processes.</p> <p>1.1.A.5: Provide course offerings at each high school to facilitate pathway completion.</p> <p>1.1.A.6: Implement pilot phase of the new teacher evaluation system (TKES).</p> <p>1.1.A.7: Implement pilot phase of the new leader evaluation system (LKES).</p>	<p>1.1.A: % of students graduating in a 4 year cohort and 5 year extended cohort (Balanced Scorecard)</p> <p>1.1.A: % of content areas with grade-level curriculum documents and common assessments (Internal Measure)</p> <p>1.1.A: % of students earning a qualifying score of 3 or higher on two or more Advanced Placement (AP) exams (Balanced Scorecard)</p> <p>1.1.A: # of students enrolled in AP courses (Balanced Scorecard)</p> <p>1.1.A: % of graduates earning high school credit for accelerated enrollment via ACCEL, dual HOPE grant, MOWR, Early College, Gateway to College, or AP courses. (Balanced Scorecard)</p> <p>1.1.A: % of graduates earning two or more high school credits in the same world language (Balanced Scorecard)</p> <p>1.1.A: % of students scoring at meets or exceeds on CCRPI content mastery indicators (Balanced Scorecard)</p> <p>1.1.A: % of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study (Balanced Scorecard)</p> <p>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 (Balanced Scorecard)</p> <p>1.1.A: % of schools participating in the pilot of the new teacher evaluation system (TKES) (Internal Measure)</p> <p>1.1.A: % of leaders participating in the pilot of the new leader evaluation system (LKES) (Internal Measure)</p>	<p>1.1.A: Teaching and Learning Department, Student Services Department, and Human Resources Department</p>

Strategic Goal 1 – Student Achievement

Performance Objective 1.1 – Ensure mastery of the Standards.

Initiative 1.1.B – *Develop high and clear expectations for all students by implementing standards-based classroom processes.*

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>1.1.B.1: Implement common instructional frameworks that ensure standards are explicit and referenced often.</p> <p>1.1.B.2: Support an environment where students use the language of the standards to describe their work and show evidence of their reasoning.</p> <p>1.1.B.3: Utilize timely, descriptive, and evaluative feedback that identifies strengths and next steps.</p> <p>1.1.B.4: Ensure instruction is differentiated.</p> <p>1.1.B.5: Use formative and summative assessments to systematically and purposefully plan for individualized instruction.</p> <p>1.1.B.6: Ensure rigor is pervasive.</p> <p>1.1.B.7: Provide strategies that emphasize and encourage all learners to use higher order thinking skills.</p> <p>1.1.B.8: Incorporate literacy skills in all content areas with a focus on writing and reading.</p>	<p>1.1.B: % of schools measuring “Operational/Fully Operational” on the standards based classroom continuum (Internal Measure)</p> <p>1.1.B: % of classrooms implementing standards-based classroom processes as evidenced by eWalk indicators (Internal measure)</p> <p>1.1.B: % of schools measuring “Operational or Fully Operational” on the instruction and assessment sections of the GAPSS analysis (Internal Measure)</p>	<p>1.1.B: Teaching and Learning Department, Student Services Department, school-level administrators, and teachers</p>

Strategic Goal 1 – Student Achievement

Performance Objective 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.*

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>1.1.C.1: Utilize system-level benchmarks and formative assessments to adjust instruction.</p> <p>1.1.C.2: Implement effective extended learning time during the school day based on ongoing formative and summative assessment data.</p> <p>1.1.C.3: Analyze and use data to maximize student achievement and drive system and school-level decision making.</p> <p>1.1.C.4: Use a variety of assessments to monitor student progress and inform instructional practices.</p>	<p>1.1.C: % of schools utilizing benchmark assessment results in collaborative and action planning (Internal Measure)</p> <p>1.1.C: % of students scoring at meets or exceeds on CCRPI content mastery indicators (Balanced Scorecard)</p> <p>1.1.C: % of students who meet or exceed standards on state writing assessments (Balanced Scorecard)</p> <p>1.1.C: % of kindergarten students who meet or exceed on GKIDS elements (Balanced Scorecard)</p> <p>1.1.C: % of students passing earning a national industry recognized credential or end of pathway CTAE assessments (Balanced Scorecard)</p> <p>1.1.C: % of 3rd, 5th, 8th, and American Literature students meeting CCRPI Lexile target. (Balanced Scorecard)</p> <p>1.1.C: % of tested students scoring at a proficient level on a soft skills assessment (Internal Measure)</p>	<p>1.1.C: Teaching and Learning Department, Student Services Department, school-level administrators, and teachers</p>

Strategic Goal 1 – Student Achievement

Performance Objective 1.1 – Ensure mastery of the Standards.

Initiative 1.1.D – *Integrate technology into curriculum, instruction, and assessment to improve student achievement.*

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>1.1.D.1: Identify, recommend, and evaluate instructional technology resources through collaboration between Teaching and Learning, Professional Learning, and Technology departments.</p> <p>1.1.D.2: Collaborate with Teaching and Learning department members to assist in the use of technology to differentiate and promote higher-order thinking.</p> <p>1.1.D.3: Facilitate student application of technology as a tool to complement the learning process and to reinforce investigation and analysis skills.</p>	<p>1.1.D: % of classrooms integrating technology as evidenced by eWalk and/or GAPSS indicators (Internal Measure)</p>	<p>1.1.D: Teaching and Learning Department, Student Services, Technology Department, Human Resources Department, school-level administrators, and teachers</p>

Strategic Goal 1 – Student Achievement

Performance Objective 1.2 – Guarantee student success.

Initiative 1.2.A – *Review and utilize effective student achievement pyramids of intervention based on identified student needs.*

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>1.2.A.1: Identify and implement a consistent plan for interventions for struggling learners.</p> <p>1.2.A.2: Provide credit recovery opportunities.</p> <p>1.2.A.3: Implement use of a universal screener and progress monitoring assessments for K-9 reading and math.</p>	<p>1.2.A: # of students who demonstrate success as a result of their response to intervention (Internal Measure)</p> <p>1.2.A: % of students on track to graduate (Internal Measure)</p> <p>1.2.A: # of students completing credit recovery courses during the school year (Internal Measure)</p> <p>1.2.A: # of credits earned at Edge Academy (Internal Measure)</p>	<p>1.2.A: Teaching and Learning Department, Student Services Department, School Level Administrators and Teachers</p>

Strategic Goal 1 – Student Achievement

Performance Objective 1.2 – Guarantee Student Success

Initiative 1.2.B – *Provide a foundation for all students to ensure college and career readiness.*

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>1.2.B.1: Provide opportunities to support parents and students transitioning between grade-level bands and post-secondary opportunities.</p> <p>1.2.B.2: Improve vertical conversations between 5th-6th and 8th-9th grade teachers.</p> <p>1.2.B.3: Facilitate Teachers as Advisors program for all middle and high school students to meet BRIDGE Bill requirements.</p> <p>1.2.B.4: Provide specialized career pathways at the Houston County Career Academy.</p> <p>1.2.B.5: Create a system plan to provide opportunities to prepare students for college entrance.</p>	<p>1.2.B: % of students on track to graduate (Internal Measure)</p> <p>1.2.B: % of schools providing opportunities for rising 6th and 9th grade students to visit the receiving campus. (Internal Measure)</p> <p>1.2.B: % of parents participating in a rising 9th grade parent night at each high school. (Internal Measure)</p> <p>1.2.B: # of parents attending informational meetings for students with specialized needs/interests. (Internal Measure)</p> <p>1.2.B: # of targeted transition strategies for identified at-risk students. (Internal Measure)</p> <p>1.2.B: % of parents and students participating in evening advisement at each high school. (Internal Measure)</p> <p>1.2.B: % of graduates completing a CTAE pathway, or an advanced academic pathway, or a fine arts pathway, or a world language pathway within their program of study. (Balanced Scorecard)</p> <p>1.2.B: # of students participating in each specialized career pathway offered at the Houston County Career Academy. (Internal Measure)</p> <p>1.2.B: # of students participating in a Career Tech student organization for each career pathway program area. (Internal Measure)</p> <p>1.2.B: % CTAE programs achieving Industry Certification. (Internal Measure)</p> <p>1.2.B: % of students in grades 5 and 8 passing at least 4 courses in core content areas. (Balanced Scorecard)</p> <p>1.2.B: % of students completing 2 or more state defined career related assessments/inventories by the end of grade 8. (Balanced Scorecard)</p> <p>1.2.B: % of students with a complete state-defined, individual graduation plan by the end of grade 8. (Balanced Scorecard)</p>	<p>1.2.B: Operations Department, Student Services Department, Teaching and Learning Department, School Administrators and Counselors</p>

Strategic Goal 1 – Student Achievement

Performance Objective 1.3 – Close the achievement gap between subgroups.

Initiative 1.3.A – Provide formalized processes of intervention for identified subgroups.

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
1.3.A.1: Provide disaggregated data on system and school subgroups.	1.3.A: % of subgroup students scoring at meets or exceeds on CCRPI content mastery indicators (Balanced Scorecard)	1.3.A.1: Teaching and Learning Department
1.3.A.2: Provide instruction where appropriate through the co-teaching/inclusion model.	1.3.A: # of co-taught classes being provided for Students With Disabilities (Balanced Scorecard)	1.3.A.2, 5, 10-12: Student Services Department
1.3.A.3: Implement learning strategies to support subgroups in accessing regular curriculum.	1.3.A: % of EL students with positive movement from one performance band to a higher performance band as measured by the ACCESS for ELLs (Balanced Scorecard)	1.3.A.3: Student Services Department and Teaching and Learning Department
1.3.A.4: Increase the number of SWD high school course offerings.	1.3.A: % of EL students attaining English proficiency (Balanced Scorecard)	1.3.A.4,6- 9: Student Services and targeted school administrators
1.3.A.5: Implement specified Tier 4 interventions.	1.3.A: % of SWD who earn a regular high school diploma (Internal Measure)	
1.3.A.6: Mentor SWD transitioning from alternative school.	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 (Internal Measure)	
1.3.A.7: Improve services for young children (3-5) with disabilities.	1.3.A: % of SWD who are sent to Crossroads for a second (or more) time.	
1.3.A.8: Continue to implement social skills curriculum in all pre-school special education classrooms.	1.3.A: % of SWD who receive their instruction in the general education setting with appropriate supports and accommodations (Internal Measure)	
1.3.A.9: Improve the provision of a free and appropriate education to SWD.	1.3.A: % of SWD meeting standards on statewide assessments when given appropriate accommodations (Internal Measure)	
1.3.A.10: Monitor the FTE recording, placement, and interactions of SPED students.		
1.3.A.11: Provide additional support and resources for SWD in general education.		
1.3.A.12: Work with school and district administrators to increase LRE.		

Strategic Goal 2 – Student and Stakeholder Engagement

Performance Objective 2.1 – Ensure a safe and enriching school environment.

Initiative 2.1.A – *Develop a systematic approach to providing a safe learning environment for all stakeholders.*

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
2.1.A.1: Review system safety plan, policies and procedures.	2.1.A: % of schools with updated safety plans (Internal measure)	2.1.A.1,2,3: School Operations Department
2.1.A.2: Guide schools in updating safety plans.	2.1.A: % of schools conducting code drills at least once a semester (Internal measure)	2.1.A.4: Community and School Affairs and Houston County School System
2.1.A.3: Monitor regularly planned safety inspections and drills.	2.1.A: % of schools conducting tornado, fire drills and bomb threats according to state and system guidelines (Internal measure)	2.1.A.5: Facilities
2.1.A.4: Communicate our system belief that “safety is our number one priority.”	2.1.A: % of schools and facilities with security systems installed (Internal measure)	2.1.A.6: Technology Services
2.1.A.5: Maintain and update security systems in all schools and facilities.	2.1.A: % of schools providing health and safety instruction (Internal Measure)	2.1.A.7: School Operations
2.1.A.6: Increase internet intrusion detection and safety through network monitoring and management.	2.1.A: % of schools conducting bullying and sexual harassment prevention programs for staff, students and parents. (Internal Measure)	2.1.A.8: Teaching and Learning Department, Student Services Department counselors and teachers
2.1.A.7: Create and disseminate a survey to measure stakeholder satisfaction regarding safety.	2.1.A: % of schools providing instruction to students on appropriate online behavior (Internal Measure)	2.1.A.9: School Operations Department, Student Services Department, Technology Department, school administrators, counselors and teachers
2.1.A.8: Provide K-12 instruction in violence and drug prevention, personal health, and safety.	2.1.A: % of students completing the Georgia Safe and Drug Free Survey annually	2.1.A.10,11 School Operations Department, Technology, Human Resources Department, Student Services, counselors and teachers.
2.1.A.9: Update bullying & sexual harassment policy and procedures and provide procedures and instruction in bullying prevention for staff and students in K-12.		
2.1.A.10: Provide training in recognizing and addressing sexual harassment for staff in K-12 and for students in 6-12.		
2.1.A.11: Update policy concerning Internet Safety. Provide training for staff and students in K-12 on appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.		

Strategic Goal 2 – Student and Stakeholder Engagement

Performance Objective 2.1 – Ensure a safe and enriching school environment.

Initiative 2.1.B – Implement processes to promote positive student engagement.

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
2.1.B.1: Implement student attendance policy.	2.1.B: % of elementary school students absent 15 days or less (Balanced Scorecard)	2.1.B.1: Student Services Department and School Operations Department
2.1.B.2: Provide conflict resolution and peer mediation strategies.	2.1.B: % of middle school students absent 15 days or less (Balanced Scorecard)	2.1.B.2: Student Services Department
2.1.B.3: Recognize student achievement.	2.1.B: % of high school students absent 15 days or less (Balanced Scorecard)	2.1.B.3: Houston County Schools
2.1.B.4: Utilize SWD transition program. Note: This may be duplicated in 1.2.B	2.1.B: # of academic and extracurricular activities achieving regional, state, and/or national recognition (Internal Measure) 2.1.B: % of SWD who transition to employment or postsecondary education (Internal measure)	2.1.B.4: Student Services Department

Strategic Goal 2 – Student and Stakeholder Engagement

Performance Objective 2.2 – Encourage student and stakeholder involvement.

Initiative 2.2.A – Increase the ability of all parents to support their student's academic growth.

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>2.2.A.1: Provide parent information through multiple means of dissemination, including school and system websites.</p> <p>2.2.A.2: Expand research-based strategies to build capacity with parents.</p> <p>2.2.A.3: Provide multiple opportunities for parental involvement.</p> <p>2.2.A.4: Provide system Parent Mentor to assist parents of SWD.</p> <p>2.2.A.5: Provide access to families on student progress through Infinite Campus for all students.</p> <p>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.</p>	<p>2.2.A: % of schools implementing a research-based parent involvement strategy (Internal measure)</p> <p>2.2.A: % of parents who feel welcomed in their child's school (Balanced Scorecard)</p> <p>2.2.A: % of parents agreeing that their child's school provides various opportunities for involvement (Balanced Scorecard)</p> <p>2.2.A: % of families registered for Infinite Campus (Balanced Scorecard)</p> <p>2.2.A: % of parents reporting through survey that schools encouraged SWD parental involvement (Internal Measure)</p> <p>2.2.A % of parents attending Evening Advisement programs at High Schools (Internal Measure)</p>	<p>2.2.A.1,2: Title I Parent Involvement Coordinator and Federal Program Coordinator, Technology Services, Community Affairs</p> <p>2.2.A.3: Title I Parent Involvement Coordinator and Houston County Schools, Community Affairs</p> <p>2.2.A.4: Student Services Department</p> <p>2.2.A.5: Technology Services</p> <p>2.2.A.6: Student Services Department</p>

Strategic Goal 2 – Student and Stakeholder Engagement

Performance Objective 2.2 – Encourage student and stakeholder involvement.

Initiative 2.2.B – Communicate with stakeholders at the system and school level.

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>2.2.B.1: Provide ongoing communication through system and school websites.</p> <p>2.2.B.2: Provide ongoing communication and acknowledgement of system and school accomplishments.</p> <p>2.2.B.3: Promote and communicate system and school goals and targets.</p> <p>2.2.B.4: Create and disseminate a survey to measure stakeholder satisfaction regarding system and school communication.</p> <p>2.2.B.5: Maintain CTAE advisory councils for all program areas and increase business involvement by implementing guidelines from Advisory Council Manual.</p> <p>2.2.B.6: Increase the opportunities to solicit authentic stakeholder feedback at the system and school level.</p>	<p>2.2.B: # of website visits (Balanced Scorecard)</p> <p>2.2.B: # of survey respondents on communication survey (Internal Measure)</p> <p>2.2.B: % of stakeholder satisfaction regarding communication (Internal Measure)</p> <p>2.2.B: % of parents/guardians who are satisfied with the level of communication from the Houston County School System (Internal Measure)</p> <p>2.2.B: % of staff who are satisfied with the level of communication from the Houston County School System (Internal Measure)</p> <p>2.2.B: # of CTAE advisory council meetings per program area (Internal Measure)</p>	<p>2.2.B: Community and School Affairs, Technology Services, System and School Leaders</p>

Strategic Goal 3 – Organizational Effectiveness

Performance Objective 3.1 – Facilitate and monitor organizational processes.

Initiative 3.1.A – Provide a safe and efficient transportation program for the students of Houston County.

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
3.1.A.1: Ensure buses are in good mechanical condition.	3.1.A: % of on-time bus arrival to school (Balanced Scorecard)	3.1.A: Transportation Services
3.1.A.2: Develop and modify routes as needed.	3.1.A: # of HCBOE at fault bus accidents per 1 million miles (Balanced Scorecard)	
3.1.A.3: Conduct bi-monthly transportation safety meetings.	3.1.A: # of principals trained on Crisis Management Plan (Internal Measure)	
3.1.A.4: Conduct accident reviews on all bus accidents.	3.1.A: % of buses off-line due to beyond normal service (Internal Measure)	
3.1.A.5: Update, implement, and monitor bus accident protocol.	3.1.A: # of drug screenings conducted (Internal Measure)	
3.1.A.6: Conduct random drug screening, physicals, and annual training for certified bus drivers.	3.1.A: # of physicals conducted (Internal Measure)	
	3.1.A: # of certified drivers receiving annual training. (Internal Measure)	

Strategic Goal 3 – Organizational Effectiveness

Performance Objective 3.1 – Facilitate and monitor organizational processes.

Initiative 3.1.B – *Provide students and staff with healthy, nutritious, and appetizing meals in an environment that promotes learning.*

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>3.1.B.1: Require all SNP management positions to maintain Serve-Safe certification.</p> <p>3.1.B.2: Offer sanitation and safety updates by safety officer and health inspector at manager meetings at least twice per year.</p> <p>3.1.B.3: Include sanitation and safety topics at each manager’s meeting so that managers can train food assistants.</p> <p>3.1. B.4: Update menus to follow commercial trends.</p> <p>3.1.B.5: Seek new food products through food brokers and distributors.</p> <p>3.1.B.6: Follow standardized recipes to ensure consistent high food quality.</p> <p>3.1. B.7: Perform promotions in dining rooms.</p> <p>3.1.B.8: Publicize menus and take every advantage to publicize the SNP.</p> <p>3.1.B.9: Reduce waiting line time and ensure adequate time is allowed for students to eat.</p> <p>3.1.B.10: Implement “train the trainer” model with managers to maximize nutrition education opportunities for all students.</p> <p>3.1.B.11: Offer to parents an on-line prepayment that provides student account history.</p> <p>3.1.B.12: Provide and coordinate system staff user-friendly and current classroom tools that ensure student engagement.</p>	<p>3.1.B: % of system average SNP health and sanitation inspection scores (Balanced Scorecard)</p> <p>3.1.B: % of breakfast and lunch participation (Balanced Scorecard)</p> <p>3.1.B: # of nutrition education experiences provided to students and stakeholders on a yearly basis (Balanced Scorecard)</p> <p>3.1.B: # of parents enrolled in online prepayment system (Internal Measure)</p>	<p>3.1.B: School Nutrition Program</p>

Strategic Goal 3 – Organizational Effectiveness

Performance Objective 3.1 – Facilitate and monitor organizational processes.

Initiative 3.1.C – Plan, construct, and maintain schools, classrooms and facilities as needed.

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>3.1.C.1: Study and develop long-range facility plans to meet the needs of continuing growth in Houston County.</p> <p>3.1.C.2: Track residential growth and enrollment numbers to better plan for future facility needs.</p> <p>3.1.C.3: Continue to schedule capital outlay projects to minimize rising construction costs.</p> <p>3.1.C.4: Reduce the response time for Class A/emergency work orders to minimize risks and interruptions.</p> <p>3.1.C.5: Maintain warehouse inventory balances within a 1% variance while reducing damages, waste, and unaccountable items.</p> <p>3.1.C.6: Conduct stakeholder survey.</p>	<p>3.1.C: # of non-permanent classrooms in use (Balanced Scorecard)</p> <p>3.1.C: Average response time for Class A/emergency work orders (Balanced Scorecard)</p> <p>3.1.C: % of warehouse inventory variance (Balanced Scorecard)</p> <p>3.1. C: % of satisfied stakeholders on annual maintenance survey. (Internal Measure)</p>	<p>3.1.C: Facilities Department</p>

Strategic Goal 3 – Organizational Effectiveness

Performance Objective 3.1 – Facilitate and monitor organizational processes.

Initiative 3.1.D – Ensure equitable access, reliability and use of system technology resources.

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>3.1.D.1: Reduce the response time for technology support work orders.</p> <p>3.1.D.2: Review and revise technology plan to address infrastructure improvement and upgrading hardware.</p> <p>3.1.D.3: Expand automatic data exchange functions.</p>	<p>3.1.D: Average response time for technology support work orders (Balanced Scorecard)</p> <p>3.1.D: Ratio of students-to-computers (Balanced Scorecard)</p>	<p>3.1.D: Technology Services, School Operations Department</p>

Strategic Goal 3 – Organizational Effectiveness

Performance Objective 3.1 – Facilitate and monitor organizational processes.

Initiative 3.1.E – Implement policies and procedures to ensure organizational effectiveness.

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>3.1.E.1: Review, revise, and implement elementary, middle, and high school procedures manuals and handbooks.</p>	<p>3.1.E: # of schools with school procedures manual (Internal Measure)</p> <p>3.1.E: # of schools with school handbooks (Internal Measure)</p>	<p>3.1.E: School Operations Department</p>

Strategic Goal 3– Organizational Effectiveness

Performance Objective 3.2 –Ensure effective personnel processes.

Initiative 3.2.A – Recruit high-quality certified and classified staff, particularly in critical shortage areas.

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>3.2.A.1: Maintain 100% highly-qualified status.</p> <p>3.2.A.2: Provide opportunities and resources to attract highly-qualified applicants.</p> <p>3.2.A.3: Pursue highly qualified teachers for critical shortage areas.</p> <p>3.2.A.4: Provide equal access to employment opportunities through the online application system.</p> <p>3.2.A.5: Advertise vacancies through web-based employment advertisements (K-12 Jobspots, Teach Georgia, etc...).</p> <p>3.2.A.6: Provide annual Recruitment Fair.</p>	<p>3.2.A: % of highly qualified teachers (Balanced Scorecard)</p> <p>3.2.A: % of highly qualified paraprofessionals (Balanced Scorecard)</p> <p>3.2.A: # of instructional vacancies on the 30th day of school (Balanced Scorecard)</p> <p>3.2.A: # of participants attending the annual Recruitment Fair (Internal Measure)</p>	<p>3.2.A: Human Resources Department and Student Services</p>

Strategic Goal 3– Organizational Effectiveness
Performance Objective 3.2 –Ensure effective personnel processes.
Initiative 3.2.B – Retain high-quality certified and classified staff.

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>3.2.B.1: Provide high-quality, research-based induction for all beginning teachers and on-going teacher mentoring opportunities.</p> <p>3.2.B.2: Continue recognition programs for certified and classified staff.</p> <p>3.2.B.3: Provide a comprehensive employee benefit plan.</p>	<p>3.2.B: % of certified staff retention (Balanced Scorecard)</p> <p>3.2.B: % of new certified staff meeting system level induction requirements. (Internal Measure)</p> <p>3.2.B: % of new certified staff participating in system level mentoring. (Internal Measure)</p> <p>3.2.B: % of classified workforce turnover (Balanced Scorecard)</p> <p>3.2.B: % of satisfied employees utilizing the Houston County benefits package (Internal Measure)</p> <p>3.2.B: % of certified positions deemed as a critical area filled with a highly qualified teacher (Internal Measure)</p>	<p>3.2.B.1, 3: Human Resources Department</p> <p>3.2.B.4: Teaching and Learning Department</p> <p>3.2.B.2: Community and School Affairs</p>

Strategic Goal 3– Organizational Effectiveness
Performance Objective 3.3 –Maintain effective financial processes.
Initiative 3.3.A – Ensure efficient fiscal management processes are utilized.

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>3.3.A.1: Meet the requirements of O.C.G.A. 20-2-167(a) 5 by achieving and maintaining an unassigned fund balance in the general fund at fiscal yearend of not less than 4% of budgeted expenditures, not to exceed 15% of the total budget of the subsequent fiscal year, net of any Committed Reserve Balance for capital expenditures.</p> <p>3.3.A.2: Increase the percentage of P-Card transactions for \$1000 or fewer items.</p> <p>3.3.A.3: Maintain current consumption of kilowatts per square foot through energy education.</p> <p>3.3.A.4: Facilitate budgets aligned with improvement plans and collaborative budgeting between the system and school in all aspects of fiscal management and resource distribution.</p> <p>3.3.A.5: Improve compliance with state and federal laws and regulations.</p>	<p>3.3.A: # of audit findings, financial statements or notes to the financial statements. (Balanced Scorecard)</p> <p>3.3.A: % of P-Card transactions (Internal measure)</p> <p>3.3.A: Average yearly energy cost (Internal Measure)</p> <p>3.3.A: Consolidated budget allocation and budget narratives aligned with system strategic and school improvement plans (Internal measure)</p>	<p>3.3.A.1,2,3,4: Business and Finance Department</p> <p>3.3.A.5: Central Office Departments</p>

Strategic Goal 4– Learning and Growth

Performance Objective 4.1 –Provide valuable professional learning.

Initiative 4.1.A – *Provide professional learning communities focused on producing high-achieving students.*

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>4.1.A.1: Provide sustained, job-embedded professional learning with school administrators and teachers to increase teachers’ content knowledge and effectiveness in the area of standards-based instruction.</p> <p>4.1.A.2: Expand and implement a systemic vertical process for increasing the graduation rate.</p> <p>4.1.A.3: Provide system-wide collaboration opportunities for teachers.</p> <p>4.1.A.4: 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.A.5: Continue job-embedded professional learning with co-teachers to increase awareness of best practices.</p>	<p>4.1.A: % of students scoring at meets or exceeds on CCRPI content mastery indicators (Balanced Scorecard)</p> <p>4.1.A: # of teachers participating in ELA and Math Cadres (Internal Measure)</p> <p>4.1.A: % of schools represented at grade-level collaboration and/or vertical team meetings (Internal Measure)</p> <p>4.1.A: # of attendees at the Leadership Summit (Internal Measure)</p> <p>4.1.A: % of school administrators redelivering and implementing professional learning initiatives (Internal Measure)</p> <p>4.1.A: % of school administrators who feel their professional learning needs have been met (Internal Measure—Title II-A Survey)</p> <p>4.1.A: % of system ESOL teachers trained in the WIDA standards (Balanced Scorecard)</p> <p>4.1.A: % of system special education teachers trained in the co-teaching model (Balanced Scorecard)</p> <p>4.1.A: % of system general education teachers trained in the co-teaching model (Balanced Scorecard)</p> <p>4.1.A: % of system general education teachers of English Learners trained in the WIDA standards (Balanced Scorecard)</p> <p>4.1.A: % of SWD who are removed from their school or placements for disciplinary reasons (Internal Measure)</p> <p>4.1.A: % of satisfied certified responses on professional learning evaluations (Internal Measure)</p> <p>4.1.A: % of satisfied certified responses on professional learning evaluations. (Internal Measure)</p>	<p>4.1.B.1-4: Human Resources Department, Teaching and Learning Department, System Coaches, and School Administrators, Student Services Department</p>

Strategic Goal 4– Learning and Growth

Performance Objective 4.2 – Enhance continuous improvement processes.

Initiative 4.1.B – *Build capacity for continuous improvement by ensuring that research-based practices are consistently utilized for classified employees.*

ACTIONS	PERFORMANCE MEASURES	PERSON(S) RESPONSIBLE
<p>4.1.B.1: Facilitate job specific professional learning based on specified identified needs of classified personnel.</p> <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 <p>4.1.B.2: Provide opportunities for Service Personnel to participate in professional learning to assist them in obtaining Certificate requirements through Professional Standards Commission.</p> <p>4.1.B.3: Continue Mindset and sign language training for transportation personnel who drive special needs buses.</p>	<p>4.1.B: % of satisfied classified responses on professional learning evaluations (Internal Measure)</p> <p>4.1.B: % of Service Personnel who obtain certification requirements via system provided professional learning.</p> <p>4.1.B: % of transportation personnel who participate in MindSet and sign language training. (Internal Measure)</p>	<p>4.1.C: Human Resources, Business and Finance Department, Teaching and Learning, Student Services Department</p>