



HOUSTON COUNTY GOAL ALIGNMENT AND STRATEGIC PLAN 2015 - 2018

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SUPERINTENDENT

Strategic Goals and Performance Objectives

Goal 1: Ensure that each Houston County School provides high-quality instruction aligned with state standards.

Action 1: Develop and execute individual school strategic plans designed to demonstrate growth on the College and Career Readiness Performance Indicator.

Action 2: Implement a balanced assessment approach to include diagnostic, formative, and summative assessments to design and adjust instruction.

Action 3: Tailor student learning opportunities focused on student-centered learning, higher-order thinking, and problem solving to meet individualized learner needs and goals.

Alignment with State Board of Education Goals

Guaranteed and Viable Standards

SBOE Goal #1: Revise/develop and implement viable academic standards that engage learners with essential knowledge, skills, and enduring concepts.

SBOE Goal #2: Increase the percentage of K-5 students with a strong knowledge of foundational skills and Concepts.

SBOE Goal #3: Increase the percentage of high school graduates who are college and/or career ready.

Challenging Goals, Effective Feedback, and Supports

SBOE Goal #4: Increase personalized learning by setting challenging goals, providing effective feedback and supports.

SBOE Goal #5: Expand educational opportunities in order to maximize student engagement, meet a variety of student interests, and ensure the relevance of learning.

Alignment with GSBA/GSSA Vision for Public Education Recommendations

Area 3 – Early Learning and Student Success

3.4: Provide opportunities for all children from birth to five-years-old to participate in high quality learning experiences that are designed to promote all aspects of a child’s development, whether provided by families in the home or through a licensed public or private program.

3.5: Align developmental and academic standards for all children from age birth through 8 years old to provide a continuity of learning experiences and personal growth.

Area 4 – Teaching and Learning

4.2: In order to provide an environment where students learn best, ensure that teachers use a variety of technologies to teach and measure what students know and can do.

4.3: In order to provide an environment where students learn best, ensure that teachers teach challenging and problem-solving lessons that are flexible enough to meet the interests and needs of individual students.

4.4: In order to provide an environment where students learn best, ensure that teachers use varied measures to determine what students know and can do.

Area 5 – Teaching and Learning Resources

5.1: Evaluate and utilize the most effective instructional models and learning supports (i.e. digital, blended, competency, virtual, etc.) implemented by school districts.

5.3: Continue to develop and maintain a comprehensive data system for monitoring student progress (PreK-12) and making decisions to improve educational practice.

Area 7 – Governance, Leadership, and Accountability

7.2: Pursue all local and state options to provide for the equitable, effective and efficient delivery of instruction to all students in Georgia regardless of where they reside.

Alignment with AdvancED 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.

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 3.1 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 -- *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 5.1 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.

Goal 2: Provide opportunities for stakeholder engagement.

- Action 1:** Ensure a systematic approach to providing a safe learning environment for all stakeholders.
- Action 2:** Facilitate on-going, two-way communication through multiple forms of media.
- Action 3:** Provide opportunities for shared-decision making among all stakeholders.
- Action 4:** Increase strategic partnerships with business, post-secondary institutions, and community leaders to support student learning and college and career readiness.

Alignment with State Board of Education Goals

SBOE Goal #8: Increase effective communication and encourage stakeholder engagement.

Alignment with GSBA/GSSA Vision for Public Education Recommendations

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

- 3.1:** Create, in each county of the state, an early learning partnership that includes all public and private human service organizations.
- 3.2:** Create public-private partnerships in local communities between local businesses and educational and human services organizations for the purpose of supporting early childhood initiatives that address healthy child/family development and economic benefits to the community.
- 3.3:** Adopt a statewide awareness and engagement initiative to ensure that high-quality early childhood education is a top priority for the state.

Area 5 – Teaching and Learning Resources

5.4: Develop partnerships with business, industries, public agencies and the community to promote shared use of services and facilities.

Area 8 – Culture, Climate, and Organizational Efficacy

- 8.1:** Develop safe, orderly, supportive learning environments built on respect and encouragement where all individuals believe they can make a positive difference.
- 8.2:** Make each school and school system an inviting place to be for students, parents, staff and the larger community.
- 8.3:** Establish each school as the center or hub of the community in which it exists.
- 8.4:** Determine stakeholder perceptions of schools and school districts.
- 8.5:** Develop a culture and climate that foster innovation and responsible risk-taking.
- 8.6:** 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.
- 8.7:** Get to know and be willing to truly listen to the students in our schools.

Alignment with AdvancED 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.

Goal 3 – Plan, Implement, and monitor processes and procedures for organizational effectiveness.

- Action 1:** Provide a safe and efficient transportation program for the students of Houston County.
- Action 2:** Provide students and staff with healthy-nutritious, and appetizing meals in an environment that promotes learning.
- Action 3:** Plan, construct, and maintain schools, classrooms, and facilities.
- Action 4:** Ensure equitable access, reliability, and use of system technology resources.
- Action 5:** Ensure efficient resource management, including fiscal and human capital.
- Action 6:** Recruit and retain highly qualified staff.

Alignment with State Board of Education Goals

- SBOE Goal #6:** *Increase district, leader, and teacher effectiveness through high-quality service and support.*
- SBOE Goal #7:** *Increase the number of schools with a safe, healthy, and positive learning climate.*

Alignment with GSBA/GSSA Vision for Public Education Recommendations

Area 3 – Early Learning and Student Success

- 3.6:** Ensure adequate financial support for the implementation of quality programs for all young children.

Area 5 – Teaching and Learning Resources

- 5.2:** Ensure full technology integration into the classroom.
- 5.3:** Continue to develop and maintain a comprehensive data system for monitoring student progress (PreK-12) and making decisions to improve educational practice.

Area 6 – Human and Organizational Capital

- 6.1:** Identify and recruit the most talented candidates into teacher preparation programs.
- 6.2:** Continuously evaluate the effectiveness of teacher and leader preparation programs.
- 6.3:** Collaborate with the Georgia Professional Standards Commission, the Georgia Department of Education and other credentialing agencies to provide comprehensive strategies to find, grow and keep the most talented educators.
- 6.4:** Evaluate the effectiveness and viability of the pilot teacher and leader compensation programs.
- 6.5:** Organize personnel, distribute leadership and implement processes that maximize student learning.

Area 7 – Governance, Leadership, and Accountability

- 7.1:** Develop and implement at the local school district level an accountability system based on local district educational goals that are aligned with state educational goals and state accountability system, and which include clearly defined measures of school district, school and student success.
- 7.2:** Pursue all local and state options to provide for the equitable, effective and efficient delivery of instruction to all students in Georgia regardless of where they reside.
- 7.3 :** Change and streamline the process by which local school districts obtain flexibility from state mandates so it is based on school and district performance expectations outlined in the district’s strategic improvement plan and takes into account the needs, resources, and characteristics of the local community.
- 7.4:** Establish and maintain high performance organizations through development of local school district governance and leadership teams.

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.
- 9.5:** Implement a cohesive and stable mechanism for the financial support of early learning programs and services for children ages 0 to 5 at a level that prepares all of Georgia’s youngest citizens for success in their subsequent school years.
- 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.

Alignment with AdvancED 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.

Goal 4 – Build Capacity for continuous improvement by ensuring meaningful and in-time professional learning that increases personnel effectiveness and student achievement.

Action 1: Expand a formal process for vertical articulation of the curriculum between each level.

Action 2: Facilitate job-embedded professional learning based on specified needs of personnel.

Action 3: Provide sustained job-embedded professional learning with school administrators and teachers to increase teacher and leader content knowledge and effectiveness.

Alignment with State Board of Education Goals

SBOE Goal #6: Increase district, leader, and teacher effectiveness through high-quality service and support.

Alignment with GSBA/GSSA Vision for Public Education

Area 4 – Teaching and Learning

4.1: In order to provide an environment where students learn best, ensure that teacher’s work and plan together, learn and share effective teaching practices, and are provided support for their on-going learning.

Area 5 – Teaching and Learning Resources

5.1: Evaluate and utilize the most effective instructional models and learning supports (i.e. digital, blended, competency, virtual, etc.) implemented by school districts.

Area 7 – Governance, Leadership, and Accountability

7.4: Establish and maintain high performance organizations through development of local school district governance and leadership teams.

Area 8 – Culture, Climate, and Organizational Efficacy

8.5: Develop a culture and climate that foster innovation and responsible risk-taking.

Alignment with Advanced 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.