

# Houston County 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	We will increase the value of the CCRPI district score from a baseline of 80.2 in 2013; to 83 in 2014; to 85 in 2015, and to 87 in 2016.	1.1.A.1: Maintain and provide up-to-date curriculum, instruction, and assessment resources for all grade levels and all content areas.	1.1.A: % of students scoring at meets or exceeds on CCRPI content mastery indicators		1.1.A: Teaching and Learning Department, Student Services Department, and Human Resources Department
			We will increase the percentage of elementary students scoring at meets or exceeds in ELA on the CRCT CCRPI from a baseline of 93.4 in 2013 to 94.1 in 2014.	1.1.A.2: Facilitate adoption of learning resources.	1.1.A: % of students graduating in a 4 year cohort and 5 year extended cohort		
			We will increase the percentage of elementary students scoring at meets or exceeds in reading on the CRCT CCRPI from a baseline of 96. in 2013 to 97.2 in 2014.	1.1.A.3: Provide a systematic approach for collaborative planning utilizing the state content standards.			
			We will increase the percentage of elementary students scoring at meets or exceeds in mathematics on the CRCT CCRPI from a baseline of 91.3 in 2013 to 92 in 2014.	1.1.A.4: Implement and monitor policies and procedures focused on instructional processes.			
			We will increase the percentage of elementary students scoring at meets or exceeds in science on the CRCT CCRPI from a baseline of 87.6 in 2013 to 88.3 in 2014.	1.1.A.5: Provide course offerings at each high school to facilitate pathway completion.			
			We will increase the percentage of elementary students scoring at meets or exceeds in social studies on the CRCT CCRPI from a baseline of 88.7 in 2013 to 89.4 in 2014.				

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Student Achievement	1.1: Ensure mastery of the standards	1.1.A: Provide high quality instruction that is aligned with the state standards	<p>We will increase the percentage of middle school students scoring at meets or exceeds in ELA on the CRCT CCRPI from a baseline of 94.3 in 2013 to 95 in 2014.</p> <p>We will increase the percentage of middle school students scoring at meets or exceeds in reading on the CRCT CCRPI from a baseline of 97.2 in 2013 to 98 in 2014.</p> <p>We will increase the percentage of middle school students scoring at meets or exceeds in mathematics on the CRCT CCRPI from a baseline of 92.2 in 2013 to 93 in 2014.</p> <p>We will increase the percentage of middle school students scoring at meets or exceeds in science on the CRCT CCRPI from a baseline of 85.1 in 2013 to 86 in 2014.</p> <p>We will increase the percentage of middle school students scoring at meets or exceed in social studies on the CRCT CCRPI from a baseline of 87.4 in 2013 to 88 in 2014.</p> <p>We will increase the percentage of students at meets or exceed on the Economics EOCT on the CCRPI from a baseline of 81.3 in 2013 to 82 in 2014.</p> <p>We will increase the percentage of students at meets or exceeds on the Biology EOCT on the CCRPI from a baseline of 80.0 in 2013 to 81.0 in 2014.</p>			1.1.A: Teaching and Learning Department, Student Services Department, and Human Resources Department	

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Student Achievement	1.1: Ensure mastery of the standards	1.1.A: Provide high quality instruction that is aligned with the state standards	<p>We will increase the percentage of students scoring at meets or exceeds on the Physical Science EOCT on the CCRPI performance indicator from a baseline of 86.8 in 2013 to 87.3 in 2014.</p> <p>We will increase the percentage of students scoring at meets or exceeds on the Coordinate Algebra EOCT on the CCRPI performance indicator from a baseline of 44.2 in 2013 to 50 in 2014.</p> <p>We will increase the percentage of students scoring at meets or exceeds on the American Literature EOCT on the CCRPI from a baseline of 92.3 in 2013 to 93 in 2014.</p> <p>We will increase the percentage of students scoring at meets or exceeds on the 9th Grade Lit EOCT on the CCRPI from a baseline of 87.5 in 2013 to 88 in 2014.</p> <p>We will increase the percentage of students at meets or exceeds on the US History EOCT on the CCRPI from a baseline of 74.4 in 2013 to 75.4 in 2014.</p> <p>We will increase the percentage of graduates in the four year cohort form a baseline of 78.8 in 2013 to 80.4 in 2014 to 82 in 2015 and to 84 in 2016.</p>				1.1.A: Teaching and Learning Department, Student Services Department, and Human Resources Department

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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.	<p>We will increase the percentage of elementary students scoring exceeds on the CRCT CCRPI from 42.8 in 2013 to 43.5 in 2014.</p> <p>We will increase the percentage of middle school students scoring at the exceeds level on CRCT assessments from 42.2 in 2013 to 43 in 2014.</p> <p>We will increase the percentage of students scoring at the exceeds level on EOCT assessments from 61.7 in 2013 to 62.5 in 2014.</p> <p>We will increase the percentage of students who graduated scoring 3 or higher on two or more AP exams from 83.6 in 2013 to 84.6 in 2014 to 85.6 in 2015 and to 86.6 in 2016.</p>	<p>1.1.B.1: Monitor implementation of common instructional frameworks..</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: Train teachers to incorporate literacy skills in all content areas.</p> <p>1.1.B.9: Create exemplars to guide and inform student learning expectations.</p>	<p>1.1.A: % of students earning a qualifying score of 3 or higher on two or more Advanced Placement (AP) exams</p>	<p>1.1.B: % of schools measuring “Operational/Fully Operational” on the standards based classroom continuum</p> <p>1.1.B: % of schools measuring “Operational or Fully Operational” on the Curriculum, Instruction and Assessment sections of the GAPSS analysis</p>	1.1.B: Teaching and Learning Department, Student Services Department, school level administrators, and teachers

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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.	We will increase the percentage of students scoring at meets or exceeds on the GHSWT from 96.9 in 2013 to 97.5 in 2014.	1.1.C.1: Utilize a balanced assessment approach to monitor student progress and inform instructional practices.	1.1.C: % of students scoring at meets or exceeds on CCRPI content mastery indicators	1.1.C: % of schools utilizing benchmark assessment results in collaborative and action planning	1.1.C: Teaching and Learning Department, Student Services Department, school-level administrators, and teachers
			We will increase the percentage of students achieving a Lexile measure equal to or greater than 1275 on the American Literature EOCT from 43.6 in 2013 to 44 in 2014.	1.1.C.2: Implement extended learning time during the school day based on ongoing formative and summative assessment data.	1.1.C: % of students who meet or exceed standards on state writing assessments	1.1.C: % of tested students scoring at a proficient level on a soft skills assessment	
			We will increase the percentage of students in Grade 8 achieving a Lexile measure equal to or greater than 1050 from 76.3 in 2013 to 77 in 2014.	1.1.C.3: Analyze and use data to maximize student achievement and drive system and school-level decision making.	1.1.C: % of 3rd, 5th, 8th, and American Literature students meeting CCRPI Lexile target.	1.1.C: % of kindergarten students who meet or exceed on GKIDS elements	
			We will increase the percentage of elementary students in grade 5 achieving a Lexile measure equal to or greater than 850 from 69.7 in 2013 to 70.4 in 2014.	1.1.C.4: Develop a comprehensive assessment system and regularly evaluate the system for reliability and effectiveness in improving instruction and student learning.			
			We will increase the percentage of elementary students in grade 3 achieving a Lexile measure equal to or greater than 650 from 68.5 in 2013 to 69.2 in 2014.				

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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.		<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.4: Facilitate teacher application of technology as a tool to complement the learning process and to reinforce investigation and analysis skills.</p>		1.1.D: Teaching and Learning Department, Student Services, Technology Department, Human Resources Department, school-level administrators and teachers

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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 for interventions for struggling learners.  1.2.A.2: Provide credit recovery opportunities.  1.2.A.3: Utilize a universal screener and progress monitoring assessments for K-9 reading and math.		1.2.A: # of students who demonstrate success as a result of their response to intervention  1.2.A: # of students completing credit recovery courses during the school year  1.2.A: # of credits earned at Edge Academy		1.2.A: Teaching and Learning Department, Student Services Department, School Level Administrators and Teachers

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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.	We will increase the percentage of students in grade 8 passing at least four courses in core content areas and scoring at Meets or Exceeds on all CRCTs and required EOCTs from 73.9 in 2013 to 75 in 2014.	1.2.B.1: Provide opportunities to support parents and students transitioning between grade-level bands and post-secondary opportunities.	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.	1.2.B: % of schools providing opportunities for rising 6th and 9th grade students to visit the receiving campus.	1.2.B: Operations Department, Student Services Department, Teaching and Learning Department, School Administrators and Counselors
			We will increase the percentage of students completing 2 or more state defined career related assessments/inventories and a state defined Individual Graduation Plan by the end of grade 8 from 99.4 in 2013 to 100 in 2014.	1.2.B.2: Provides opportunities for vertical conversations between 5 <sup>th</sup> -6 <sup>th</sup> and 8 <sup>th</sup> -9 <sup>th</sup> grade teachers.	1.2.B: % of students in grades 5 and 8 passing at least 4 courses in core content areas.	1.2.B: % of parents participating in a rising 6th and 9th grade parent night at each high school.	
			We will increase the percentage of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters from 97.6 in 2013 to 98.3 in 2014.	1.2.B.3: Facilitate Teachers as Advisors program for all middle and high school students to meet BRIDGE Bill requirements.	1.2.B: % of students completing 2 or more state defined career related assessments/inventories and a state-defined, individual graduation plan by the end of grade 8.	1.2.B: # of parents attending informational meetings for students with specialized needs/interests.	
				1.2.B.4: Provide specialized career pathways at the Houston County Career Academy.	1.2.B: % of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 career clusters	1.2.B: # of targeted transition strategies for identified at-risk students.	
				1.2.B.6: Develop an elementary level advisement program.	1.2.B: % of graduates earning high school credit for accelerated enrollment via ACCEL, dual HOPE grant, MOWR, Early College, Gateway to College, or AP courses.	1.2.B: % of parents and students participating in evening advisement at each high school.	
				1.2.B.7: Expand and implement a systemic vertical process for increasing the graduation rate.	1.2.B: % of students earning a national industry recognized credential or end of pathway CTAE assessments	1.2.B: # of students participating in a Career Tech student organization for each career pathway program area.	
					1.2.B: % of graduates earning two or more high school credits in the same world language	1.2.B: # of students participating in each specialized career pathway offered at the Houston County Career Academy.	

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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 percentage of elementary school English Learners with positive movement from one performance band to a higher performance band as measured by ACCESS for ELLs from 75.2 in 2012; to 77 in 2013; to 77.5 in 2014; to 78 in 2015.	1.3.A.1: Provide disaggregated data on system and school subgroups.	1.3.A: # of co-taught classes being provided for Students With Disabilities	1.3.A: % of SWD who earn a regular high school diploma	1.3.A: Teaching and Learning Department, Student Services Department, Targeted School Administrators
			We will increase the percentage of middle school English Learners with positive movement from one performance band to a higher performance band as measured by ACCESS for ELLs from 46.6 in 2012 to 50.8 in 2013; to 54 in 2014; and to 55 in 2015.	1.3.A.2: Provide instruction where appropriate through the co-teaching/inclusion model.	1.3.A: % of EL students with positive movement from one performance band to a higher performance band	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	
				1.3.A.3: Implement learning strategies to support subgroups in accessing curriculum.	1.3.A: % of EL students attaining English proficiency	1.3.A: % of SWD who are sent to Crossroads for a second (or more) time.	
				1.3.A.5: Utilize specified Tier 4 interventions.		1.3.A: % of SWD who receive their instruction in the general education setting with appropriate supports and accommodations	
				1.3.A.6: Mentor SWD transitioning from alternative school.		1.3.A: % of SWD meeting standards on statewide assessments when given appropriate accommodations	
				1.3.A.7: Improve services for young children (3-5) with disabilities.			
				1.3.A.8: Continue to implement social skills curriculum in all pre-school special education classrooms.			
				1.3.A.9: Improve the provision of a free and appropriate education to SWD.			
				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.			

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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.	We will maintain the percentage of schools creating and implementing school safety plans at a baseline of 100% in 2014.	2.1.A.1: Review system safety plan, policies and procedures.  2.1.A.2: Guide schools in updating safety plans.  2.1.A.3: Monitor regularly planned safety inspections and drills.  2.1.A.4: Communicate our system belief that “safety is our number one priority.”  2.1.A.5: Maintain and update security systems in all schools and facilities.  2.1.A.6: Increase internet intrusion detection and safety through network monitoring and management.  2.1.A.7: Create and disseminate a survey to measure stakeholder satisfaction regarding safety.  2.1.A.8: Provide K-12 instruction in violence and drug prevention, personal health, and safety.  2.1.A.9: Update bullying & sexual harassment policy and procedures and provide procedures as needed and instruction in bullying prevention for staff and students in K-12 annually.  2.1.A.10: Provide training in recognizing and addressing sexual harassment for staff in K-12 and for students in 6-12 annually.  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.		2.1.A: % of schools with updated safety plans  2.1.A: % of schools conducting code drills at least once a semester 2.1.A: % of schools conducting tornado, fire drills and bomb threats according to state and system guidelines 2.1.A: % of schools and facilities with security systems installed 2.1.A: % of schools providing health and safety instruction  2.1.A: % of schools conducting bullying and sexual harassment prevention programs for staff, students and parents.  2.1.A: % of schools providing instruction to students on appropriate online behavior  2.1.A: % of students completing the Georgia Safe and Drug Free Survey annually	2.1.A: School Operations Department, Community and School Affairs, Facilities, Technology Services, Teaching and Learning Department, counselors, teachers, Student Services Department, school administrators

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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.	We will increase student attendance to 97% in 2014.	2.1.B.1: Implement student attendance policy.  2.1.B.2: Provide conflict resolution and peer mediation strategies.  2.1.B.3: Recognize student achievement.	2.1.B: % of elementary school students absent 15 days or less  2.1.B: % of middle school students absent 15 days or less  2.1.B: % of high school students absent 15 days or less	2.1.B: # of academic and extracurricular activities achieving regional, state, and/or national recognition  2.1.B: % of SWD who transition to employment or postsecondary education	2.1.B: Student Services Department, Operations Department, Houston County Schools

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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 increase the percentage of parents who feel welcomed in their child's school from a baseline of 93.78% in 2014 to 94% in 2015; 94.3% in 2016; and to 94.6% in 2017.	2.2.A.1: Provide parent information through multiple means of dissemination, including school and system websites.	2.2.A: % of parents who feel welcomed in their child's school	2.2.A: % of schools implementing a research-based parent involvement strategy	2.2.A: Title I Family Involvement Coordinator and Title Director, Technology Services, Community Affairs, Houston County Schools, Student Services Department, Technology Services
			We will increase the percentage of parents who feel their child's school provides various opportunities for involvement from a baseline of 93.82% in 2014 to 94% in 2015; 94.3% in 2016; and to 94.6% in 2017.	2.2.A.2: Expand research-based strategies to build capacity with parents.	2.2.A: % of parents agreeing that their child's school provides various opportunities for involvement	2.2.A: % of parents reporting through survey that schools encouraged SWD parental involvement	
				2.2.A.3: Provide multiple opportunities for parental involvement.		2.2.A % of parents attending Evening Advisement programs at High Schools	
				2.2.A.4: Provide system Parent Mentor to assist parents of SWD.		2.2.A: % of families registered for Infinite Campus	
				2.2.A.5: Provide access to families on student progress through Infinite Campus for all students.			
				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.			

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

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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.	<p>We will increase the percentage of on-time bus arrivals from a baseline of 96.78% in 2013 to 97.25% in 2014 and will maintain 97.25% in subsequent years.</p> <p>We will decrease the number of avoidable accidents per million miles from a baseline of 11 in 2013 to 10 in 2014 to 9 in 2015 and to 8 in 2016.</p>	3.1.A.1: Ensure buses are in good mechanical condition.		3.1.A: # of principals trained on Crisis Management Plan	3.1.A: Transportation Services
				3.1.A.2: Develop and modify routes as needed.		3.1.A: % of buses off-line due to beyond normal service	
				3.1.A.3: Conduct bi-monthly transportation safety meetings.		3.1.A: # of drug screenings conducted	
				3.1.A.4: Conduct accident reviews on all bus accidents.		3.1.A: # of physicals conducted	
				3.1.A.5: Update, implement, and monitor bus accident protocol.		3.1.A: # of certified drivers receiving annual training.	
				3.1.A.6: Conduct random drug screening, physicals, and annual training for certified bus drivers.		3.1.A: # of HCBOE at fault bus accidents per 1 million miles	

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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.	We will maintain a 98% or higher health score for the 2014-15 school year.	3.1.B.1: Require all SNP management positions to maintain Serve-Safe certification.	3.1.B: % of system average SNP health and sanitation inspection scores	3.1.B: # of parents enrolled in online prepayment system	3.1.B: School Nutrition Program
			We will maintain school breakfast participation at 30% or higher for the 2014-15 school year.	3.1.B.2: Offer sanitation and safety updates by safety officer and health inspector at manager meetings at least twice per year.	3.1.B: % of breakfast and lunch participation		
			We will maintain school lunch participation at 70% or higher for the 2014-15 school year.	3.1.B.3: Include sanitation and safety topics at each manager's meeting so that managers can train food assistants.			
				3.1. B.4: Update menus to follow commercial trends.			
				3.1.B.5: Seek new food products through food brokers and distributors.			
				3.1.B.6: Follow standardized recipes to ensure consistent high food quality.			
				3.1. B.7: Perform promotions in dining rooms.			
				3.1.B.8: Publicize menus and take every advantage to publicize the SNP.			
				3.1.B.9: Reduce waiting line time and ensure adequate time is allowed for students to eat.			
				3.1.B.10: Implement "train the trainer" model with managers to maximize nutrition education opportunities for all students.			
				3.1.B.11: Offer to parents an on-line prepayment that provides student account history.			
				3.1.B.12: Provide and coordinate system staff user-friendly and current classroom tools that ensure student engagement.			

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Organizational Effectiveness	3.1: Facilitate and monitor organizational processes.	3.1.C: Plan, construct, and maintain schools, classrooms and facilities as needed.		3.1.C.1: Study and develop long-range facility plans to meet the needs of continuing growth in Houston County. 3.1.C.2: Track residential growth and enrollment numbers to better plan for future facility needs. 3.1.C.3: Continue to schedule capital outlay projects to minimize rising construction costs. 3.1.C.4: Reduce the response time for Class A/emergency work orders to minimize risks and interruptions. 3.1.C.5: Maintain warehouse inventory balances within a 1% variance while reducing damages, waste, and unaccountable items. 3.1.C.6: Conduct stakeholder survey.			3.1. C: % of satisfied stakeholders on annual maintenance survey.  3.1.C: # of non-permanent classrooms in use  3.1.C: Average response time for Class A/emergency work orders  3.1.C: % of warehouse inventory variance	3.1.C: Facilities Department

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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.	We will maintain the ratio of students to instructional computers of 3:1 or less.	3.1.D.1: Review and revise technology plan to address infrastructure improvement and upgrading hardware.  3.1.D.2: Expand automatic data exchange functions.	3.1.D: Ratio of students-to-computers		3.1.D: Technology Department

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Strategic Goal	Performance Objective	Initiative	SMART Goal	Actions	Balanced Scorecard	Performance Measures	Internal Measures	Person(s) Responsible
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, and implement elementary, middle, and high school procedures manuals and handbooks.		3.1.E: # of schools with school procedures manual		3.1.E: School Operations Department

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Strategic Goal	Performance Objective	Initiative	SMART Goal	Actions	Performance Measures		Person(s) Responsible
					Balanced Scorecard	Internal Measures	
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 the percentage of highly qualified teachers at 100%.	3.2.A.1: Maintain 100% highly-qualified status.	3.2.A: % of highly qualified teachers	3.1.E: # of schools with school handbooks	3.2.A: Human Resources Department and Student Services
			We will maintain the percentage of highly qualified paraprofessionals at 100%.	3.2.A.2: Provide opportunities and resources to attract highly-qualified applicants.	3.2.A: % of highly qualified paraprofessionals	3.2.A: # of participants attending the annual Recruitment Fair	
				3.2.A.3: Pursue highly qualified teachers for critical shortage areas.		3.2.A: # of college recruitment fairs attended by HCBOE	
				3.2.A.4: Provide equal access to employment opportunities through the online application system.		3.2.A: # of student teachers in the areas of math and science from Mercer University placed in our schools	
				3.2.A.5: Advertise vacancies through web-based employment advertisements (K-12 Jobslots, Teach Georgia, etc...).			
				3.2.A.6: Provide annual Recruitment Fair.			

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						Internal Measures		
Organizational Effectiveness	3.2: Ensure effective personnel processes.	3.2.B: Retain high-quality certified and classified staff.		3.2.B.1: Provide high-quality, research-based induction for all beginning teachers and on-going teacher mentoring opportunities. 3.2.B.2: Continue recognition programs for certified and classified staff. 3.2.B.3: Provide a comprehensive employee benefit plan.		3.2.B: % of new certified staff meeting system level induction requirements. 3.2.B: % of retained certified staff with five or less years in the profession 3.2.B: % of retained classified staff of each type 3.2.B: % of new certified staff participating in system level mentoring. 3.2.B: % of satisfied employees utilizing the Houston County benefits package		3.2.B: Human Resources Department, Teaching and Learning Department, Community and School Affairs

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Strategic Goal	Performance Objective	Initiative	SMART Goal	Actions	Performance Measures	Person(s) Responsible	
					Balanced Scorecard	Internal Measures	
Organizational Effectiveness	3.3: Maintain effective financial processes.	3.3.A: Ensure efficient fiscal management processes are utilized.	We will decrease the number of audit findings from a baseline of 1 in 2013 to 0 in 2014 and beyond.	<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.</p>	<p>3.2.B: % of certified positions deemed as a critical area filled with a highly qualified teacher</p> <p>3.3.A: % of P-Card transactions</p> <p>3.3.A: Average yearly energy cost</p> <p>3.3.A: Consolidated budget allocation and budget narratives aligned with system strategic and school improvement plans</p>	3.3.A: Business and Finance Department, Central Office Departments, School Administration

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# Houston County Strategic Improvement Plan 2014-2015

Strategic Goal	Performance Objective	Initiative	SMART Goal	Actions	Performance Measures		Person(s) Responsible
					Balanced Scorecard	Internal Measures	
Learning and Growth	4.1: Provide valuable professional learning.	4.1.A: Provide professional learning communities focused on producing high-achieving student	We will maintain the percentage of ESOL Teachers trained in the WIDA standards as 100%.	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.	4.1.A: % of system ESOL teachers trained in the WIDA standards	4.1.A: % of SWD who are removed from their school or placements for disciplinary reasons	4.1.B: Human Resources Department, Teaching and Learning Department, System Coaches, and School Administrators, Student Services Department
			We will maintain the percentage of general education teachers trained in the WIDA standards as 100%.	4.1.A.3: Provide system-wide collaboration opportunities for teachers.	4.1.A: % of system special education teachers trained in the co-teaching model	4.1.A: % of satisfied certified responses on professional learning evaluations	
				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.	4.1.A: % of system general education teachers trained in the co-teaching model	4.1.A: % of satisfied certified responses on professional learning evaluations.	
				4.1.A.5: Continue job-embedded professional learning with co-teachers to increase awareness of best practices.	4.1.A: % of system general education teachers of English Learners trained in the WIDA standards	4.1.A: % of school administrators trained on effectively implementing professional learning communities.	
				4.1.A.6: Provide training for school administrators on effectively implementing Professional Learning Communities.	4.1.A: % of students scoring at meets or exceeds on CCRPI content mastery indicators	4.1.A: # of teachers participating in ELA and Math Cadres	
				4.1.A.7: Provide rigorous professional development for certified staff and support staff in the area of interpretation and use of data.		4.1.A: % of schools represented at grade-level collaboration and/or vertical team meetings	
						4.1.A: % of school administrators redelivering and implementing professional learning initiatives	

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Learning and Growth	4.1: Provide valuable professional learning.	4.1.B – Build capacity for continuous improvement by ensuring that research-based practices are consistently utilized for classified employees.		<p>4.1.B.1: Facilitate job specific professional learning based on specified identified needs of classified personnel, such as language acquisition skills training to facilitate communication with speakers of other languages, technology training, customer service training, and financial procedures training.</p> <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.A: % of school administrators who feel their professional learning needs have been met</p> <p>4.1.B: % of satisfied classified responses on professional learning evaluations</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.</p>	4.1.B: Human Resources, Business and Finance Department, Teaching and Learning, Student Services Department

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