

# Thomson Middle School Strategic Improvement Plan 2013-2014

Strategic Goal	Performance Objective	Initiative	Actions	Performance Measures		Person(s) Responsible
				Balanced Scorecard	Internal Measures	
Student Achievement	1.1: Ensure mastery of the standards	1.1.A: Provide high quality instruction that is aligned with the state standards	1.1.A.1: Continually review pacing guide and adjust to align with curriculum maps and units of study for all grade levels and all content areas	1.1A: Percent of students who are enrolled in advanced classes who are not gifted but are high achievers	1.1.A: % of core academic teachers utilizing Common Assessments	1.1.A: TMS Administrators and Staff
			1.1.A.2: Access updated curriculum, instruction, and assessment resources on SharePoint	1.1A: Percent of nong-gifted students enrolled in accelerated courses	1.1.A: % of teachers utilizing standards implementation resources on SharePoint	
			1.1.A.3: Provide a school approach for collaborative planning utilizing SAMS and support from system coordinators and academic coaches	1.1A: Percent of students scoring at meets or exceeds on CCRPI content mastery indicators	1.1.A: % of core academic areas with common benchmarks (Internal measure)	
			1.1.A.4: Continue to use formative assessments to assist teachers in adjusting instruction	1.1A: Percent of student completing 2 or more state defined career related assessments/inventories by the end of 8th grade		
			1.1.A.6 Implement pilot phase of the new teacher evaluation system (TKES).	1.1A: Percent of students with a completed individual graduation plan by the end fo the 8th grade		
			1.1.A.7 Implement pilot phase of the new leader evaluation system (LKES).	1.1A: Percent of 6th and 7th grade students with an initial individual graduation plan		

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Student Achievement	1.1: Ensure mastery of the standards	1.1.B - Develop high and clear expectations for all students by implementing standards-based classroom processes.	1.1.B.1: Implement common instructional frameworks that ensure standards are explicit and referenced often	1.1B: Percent of teacher walkthroughs that show exemplary implementation of a standards based classroom as identified by the eWalk survey.	1.1.B: % of walkthroughs conducted that exemplify the implementation of the system standards-based classroom non-negotiables	1.1.B: TMS Administrators Department Chairs Academic Coaches
			1.1.B.2: Ensure the language of the standards is expressed in student interactions and products		1.1.B: % of classrooms implementing standards-based classroom processes	
			1.1.B.3: Emphasize the use of feedback that is directly aligned to the standards and provides students with specific strengths and next steps			
			1.1.B.4: Instruction is differentiated			
			1.1.B.5: Guide the use of formative and summative assessments to systematically and purposefully plan for student differences			
			1.1.B.6: Rigor is pervasive.			
			1.1.B.7: Provide strategies that emphasize and encourage all learners to use higher order thinking skills			
			1.1.B.8: Incorporate Literacy Skills in all content areas with a focus on reading and writing			

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Student Achievement	1.1: Ensure mastery of the standards	Initiative 1.1.C – Implement a balanced assessment approach to include diagnostic, formative, and summative assessments to design and adjust instruction to maximize student achievement.	1.1.C.1: Utilize system level benchmarks and formative assessments to assist teachers in adjusting instruction	1.1.C: % of grades 6,7, & 8 students meeting or exceeding standard on Reading, Language Arts, Mathematics, Science, and Social Studies CRCT assessments	1.1.C: % of teachers utilizing benchmark assessment results in collaborative planning	1.1.C: TMS Administrators and Staff
			1.1.C.2: Develop in-school remediation/enrichment academic opportunities based on ongoing formative and summative assessment data	ELA Target: 93%	1.1B: Percent of students from each content area who are being served with a Tier II intervention	
			1.1.C.3: All pertinent data are analyzed and used by school faculty to drive decision making	Math Target: 88.1%		
			1.1.C.4: Use a variety of assessments to monitor student progress and inform instructional practices	Reading Target: 95%		
				Science Target: 82.3%		
				Social Studies Target: 81.3%		
				1.1.C: % of students meeting or exceeding standard on the 8th grade MGWA		
				Target: 87%		

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Student Achievement	1.1: Ensure mastery of the standards	1.1.D: Integrate technology into curriculum, instruction, and assessment to improve student achievement.	1.1.D.3. Facilitate student application of technology as a tool to complement the learning process and to reinforce investigation and analysis skills		% of classrooms integrating technology as a evidenced walkthroughs and Identified area of improvement from GAPSS indicator I2.7	Type the person(s) responsible for Initiative 1.1.D here
			1.1.D.4: Facilitate teacher application of technology as a tool to complement the learning process and to reinforce investigation and analysis skills.			

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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: Provide guidance to identify a common set of interventions for all learners		1.2.A: % of students retained in grades 6th, 7th and 8th	1.2.A: TMS Administrators and Staff
			1.2.A.3: Insure implementation of universal screener of progress monitoring assessments.		6th Grade Target: 3%	
					7th Grade Target: 3%	
					8th Grade Target: 3%	

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Student Achievement	1.2: Guarantee student success.	Initiative 1.2.B – Provide a foundation for all students to ensure college and career readiness.	1.2.B.1: Provide opportunities to support parents and students transitioning between grade-level bands and post-secondary opportunities.			1.2.B. Teaching and Learning Department, TMS and Central Office Staff
			1.2.B.2: Improve vertical conversations between 5th-6th and 8th-9th grade teachers.			
			1.2.B.3: Facilitate Teachers as Advisors program for all students to meet BRIDGE Bill requirements.			

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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.	1.3.A.1: Provide disaggregated data on system and school subpopulations	1.2.B: % Percent of each student meeting or exceeding standards on the CRCT		1.3.A. Teaching and Learning Department, Technology Services, TMS and Central Office Staff
			1.3.A.2: Provide instruction where appropriate through the co-teach/inclusion model	ELA: Asian/Pacific Islander 96%, Black 89.9%, Hispanic 92.1%, Alaskan/American Indian 93.6%, White 95.7%, Multi-Racial 95%, SWD 80%, ESOL 85.7%		
			1.3.A.3: Develop learning strategies to support SWD and ESOL in accessing regular curriculum	Math: Asian/Pacific Islander 95.1%, Black 81.9%, Hispanic 87.8%, Alaskan/American Indian 90%, White 92.8%, Multi-Racial 90.3%, SWD 72.9%, ESOL 85%		
			1.3.A.5: Implement specific Tier 2 interventions	Reading: Asian/Pacific Islander 96.3%, Black 91.5%, Hispanic 94%, Alaskan/American Indian 96.1%, White 97.2%, Multi-Racial 96.6%, SWD 90%, ESOL 90%		
			1.3.A.6: Mentor students transitioning from alternative school	Science: Asian/Pacific Islander 91.5%, Black 72.3%, Hispanic 84%, Alaskan/American Indian 86.1%, White 90.4%, Multi-Racial 85.2%, SWD 64.4%, ESOL 71%		
				Social Studies: Asian/Pacific Islander 91.8%, Black 72.1%, Hispanic 78.4%, Alaskan/American Indian 83.8%, White 88.8%, Multi-Racial 85.2%, SWD 62.2%, ESOL 73%		

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Student and Stakeholder Engagement	2.1: Ensure a safe and enriching school environment.	2.1.A: Develop a systematic approach to providing a safe learning environment for all stakeholders.	2.1.A.1: Review school safety plan, policies and procedures		2.1.A: Possess an updated safety plans	2.1.A TMS Administrators and Staff
			2.1.A.2: Guide staff in updating safety plans		2.1.A: Conduct code drills at least once a semester	
			2.1.A.3: Conduct and monitor regularly planned safety inspections and drills		2.1.A: Conduct tornado, fire drills and bomb threats according to state and system guidelines	
			2.1.A.4: Communicate our school belief that "safety is our number one priority"			
			2.1.A.5: Maintain the operation of security systems in the school			
			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 6-8 instruction in violence and drug prevention, personal health, and safety.			
			2.1.A.9: Update bullying & sexual harassment policy and procedures and provide procedures and instruction in bullying prevention for staff and students.			
			2.1.A.10: Provide training in recognizing and addressing sexual harassment for staff and students.			
2.1.A.11: Update policy concerning Internet Safety. Provide training for staff and students on appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.						

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Student and Stakeholder Engagement	2.1: Ensure a safe and enriching school environment.	2.1.B: Implement processes to promote positive student engagement.	2.1.B.1: Implement student attendance policy	2.1.B.1: % of students absent 15 days or less		2.1.B TMS AP, Counselor, staff, and School Social Worker
			2.1.B.2: Provide conflict resolution and peer mediation strategies	Target: 5%		
			2.1.B.3: Recognize student achievement		2.1.B.2: % of honor roll students	
			2.1.B.4: Implement SWPBIS (ROAR) program		Target: 20% each 9 weeks	

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Student and Stakeholder Engagement	2.2: Encourage student and stakeholder involvement.	2.2.A: Increase the ability of all parents to support their student's academic growth.	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 (Annual Survey)	2.2.A: % of families registered for Infinite Campus	2.2.A Media Specialist, Parent Involvement Coordinator, TMS Administrators
				Target:95%	Target: 70%	
			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 (Annual Survey)	2.2.A: % of registered families utilizing Infinite Campus	
				Target: 90%	Target: 50%	
			2.2.A.3: Provide multiple opportunities for parental involvement.		2.2.A: # of parents attending meetings and workshops	
			2.2.A.5: Provide access to families on student progress through Infinite Campus for all students.		Target: 100 average per night	

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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: % of stakeholder satisfaction regarding communication (Annual Survey)	2.2.B: Perception of survey respondents (Annual Survey)	T2.2.B Media Specialist, TMS Staff
				Target: 95%		
			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.			

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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.	Click here and begin typing your actions.	3.1.A: % of highly qualified teachers (Balanced Scorecard)	3.1.A: # of instructional vacancies on the first day of school (Balanced Scorecard)	3.1.A Human Resources and TMS Principal
			Click here and type your second action.	Target: 100%	Target: 0	
			Continue clicking in individual cells to type additional actions for initiative 3.1.A.	3.1.A: % of highly qualified paraprofessionals (Balanced Scorecard)		
				Target: 100%		

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Organizational Effectiveness	3.1: Facilitate and monitor organizational processes.	3.1.B: Provide students and staff with healthy, nutritious, and appetizing meals in an environment that promotes learning.				Type the person(s) responsible for Initiative 3.1.B here

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Organizational Effectiveness	3.1: Facilitate and monitor organizational processes.	3.1.C: Plan, construct, and maintain schools, classrooms and facilities as needed.				Type the person(s) responsible for Initiative 3.1.C here

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Organizational Effectiveness	3.1: Facilitate and monitor organizational processes.	3.1.D: Ensure equitable access, reliability and use of system technology resources.				

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Organizational Effectiveness	3.1: Facilitate and monitor organizational processes.	3.1.E: Implement policies and procedures to ensure organizational effectiveness.				

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Organizational Effectiveness	3.2: Ensure effective personnel processes.	3.2.A: Recruit high-quality certified and classified staff, particularly in critical shortage	3.2.A.1: Maintain 100% highly-qualified status.			3.2.A Human Resources and TMS principal
			3.2.A.2: Provide opportunities and resources to attract highly-qualified applicants.			

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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 Human Resources and TMS principal
			3.2.B.2: Continue recognition programs for certified and classified staff.			

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Organizational Effectiveness	3.3: Maintain effective financial processes.	3.3.A: Ensure efficient fiscal management processes are utilized.	3.3.A.1: 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.	3.2.A: % of direct classroom expenditures (Balanced Scorecard)	3.2.A: # of audit findings (Internal measure)	3.3.A Principal, Bookkeeper, API, Business and Finance Department
				Target: 100%	Target: 0	
			3.3.A.2: Increase the percentage of P-Card transactions for \$1000 or fewer items.			
			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.			
					3.2.A: % of P-Card transactions (Internal measure)	
					Target: 60%	
		3.2.A: Budget allocation and budget narratives aligned with system strategic and school improvement plans (Internal measure)				
				Target: 100%		

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Learning and Growth	4.1: Provide valuable professional learning.	4.1.A: Provide professional learning communities focused on producing high-achieving	4.1.A.1: 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. Specific areas include: Best practices, data utilization, balanced assessments, Differentiated Instruction, Rigor, Response to Intervention and Progress Monitoring, Remediation/Acceleration during the school day, school culture, technology, literacy, Rock Eagle Math conference, GACTE, NSP, NMSI, CCGPS, TKES, STEM, etc.		4.1.A: Attendance at professional learning days, leadership meetings, faculty meetings SAMS meetings, team leader/department chair meetings, and department meetings focused on best practices to support school and system improvement processes (Internal measure)	4.1.A TMS Admin and staff
			4.1.A.3: Provide system-wide collaboration opportunities for teachers.		Target: 95%	
			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.B: # of teachers in attendance at vertical team meetings (Internal measure) Target: 2 teachers per content area per grade also 1 administrator	
			4.1.A.5: Continue job-embedded professional learning with co-teachers to increase awareness of best practices.		4.1.B: % of special education teachers trained in the co-teaching model	
					Target: 100%	
					4.1.B: % of general education teachers trained in the co-teaching model	
				Target: 100%		

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Learning and Growth	4.2: Enhance continuous improvement processes.	4.2.A - Build capacity for continuous improvement by ensuring that research-based practices are consistently utilized for classified employees.				Type the person(s) responsible for Initiative 4.2.A here

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