

**Elba City School System  
Strategic Plan 2013-2018  
“One team, one goal...excellence!”**



**Elba City School Board Members**

Mrs. Doris Matthews, Chairman  
Mr. Matt Brunson  
Mr. Rob Logan  
Mr. Greg Sowell  
Mrs. Gladys Yelverton

**Administration**

Mr. Dennis Coe, Interim Superintendent  
Mrs. Lisa Rials, Chief School Financial Officer  
Dr. Lakesha Brackins, Federal Programs Coordinator  
Mr. Leroy Carnley, Special Education Director  
Mr. Wesley Devane, Transportation Supervisor

# Elba City School System Strategic Plan 2013-2018

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# **Elba City School System Strategic Plan 2013-2018**

## **Organization of the Strategic Plan and Implementation Guidelines**

The Five-Year Strategic Plan for the Elba City Schools is organized into five (5) parts to correspond to the areas of reporting required for system accreditation by AdvancEd (the regional accrediting agency for Alabama public schools). The identified areas of the Strategic Plan (as well as those forming the AdvancEd accreditation process) provide criteria and standards that define high quality, effective schools and school systems. The Strategic Plan areas are integrated to support teaching, learning, and improved student achievement for all students. The parts are:

- Purpose and Direction (Mission and Beliefs)
- Part 1: Governance and Leadership
- Part 2: Teaching and Assessing for Learning
- Part 3: Facilities, Resources and Support Systems
- Part 4: Using Results for Continuous Improvement

Within these sections of the Strategic Plan, the Elba City School System identifies specific goals and objectives to direct the decisions, plans, programs, and operations over the next five years. Planned action steps for accomplishing the goals are described across the years of the plan. Many of these action steps appear in more than one section; the successful completion of one step accomplishes desired improvement in another area.

A Strategic Plan is comprehensive and complex in nature and, therefore, requires on-going commitment to and diligence in its communication, implementation, monitoring, and reporting of progress. It is important that orientation and training about the plan and its impact on all aspects of School System operations are priorities throughout the plan's implementation. Data collection, reflective analysis, monitoring, evaluating, and communicating progress are all essential elements of a successful Strategic Plan and of an effective organization.

A Strategic Plan that is collaboratively developed, regularly monitored, and critically evaluated against established standards and benchmarks becomes a living document, subject to adjustments to accommodate changing needs and newly identified challenges. As a framework for decision making and as a tool for demonstrating accountability, this Strategic Plan has been collaboratively developed to guide the Elba City Schools as it seeks to provide excellent education for all students in 2013-2018.

Input for this collaborative plan was provided through surveys, a community meeting, and the efforts of a representative steering committee. Responses included 41 attendees at the community forum, three meetings of the 22 steering committee members, 77 employee surveys, and 109 parent surveys. **The total number of participants in the planning process was 249.**

By the approval and adoption of this Strategic Plan, the Elba City School System indicates its commitment of resources, energy, enthusiasm, knowledge, skills, and dedication to providing the highest quality of education services for our community.

## **Members of the Strategic Planning Steering Committee**

Dr. Lakesha Brackins	Committee Chair / Director of Federal Programs
Mr. Mickey Murdock	City of Elba Mayor
Mrs. Gladys Yelverton	Elba City Schools Board Member
Mr. Ferrin Cox	Elba Clipper Reporter
Mrs. Lisa Rials	Chief School Financial Officer
Mrs. Gina Price	Curriculum Coordinator
Mrs. Kathy Piland	CNP Director / Facilities Supervisor
Mr. Jeff Ellis	Technology Coordinator
Mr. Rodney Smith	Elba High School Principal
Mrs. Rena Averett	Elba Elementary School Principal
Mr. Brian Weeks	Elba High School Science Teacher
Mrs. Sasha O'Neal	Elba Elementary School Teacher
Mrs. Christie Greer	Elba High School Bookkeeper
Mr. Josh Wilson	Parent
Mrs. Loretta Martin	Parent

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# **Elba City School System Strategic Plan 2013-2018 Purpose and Direction**

## **Our Mission**

The Elba City Schools provide a challenging education in a student-centered, safe, nurturing environment. The needs of students are addressed through rigorous, relevant curriculum and effective instruction that produces graduates who contribute responsibly in a global community.

## **Guiding Principles**

In order to accomplish the mission, the Elba City School System is committed to:

- Continuous school improvement while ensuring physically, emotionally safe and inclusive learning environments.
- A caring climate of respect and support among all stakeholders.
- Challenging students of diverse abilities and interests through relevant content, varied teaching strategies and effective, engaging instruction.
- Preserving and expanding collaborative and cooperative home/ school/community relationships.
- Recruiting and retaining highly qualified, technically proficient faculty and staff engaged in continuing professional development and data-informed decision-making that promotes student success.

## Elba City School System Strategic Plan 2013-2018 Summary of Goals

<b>Part 1: Governance and Leadership</b>	
Goal 1.1:	Provide qualified, effective innovative Board of Education members.
Goal 1.2:	Provide qualified, effective, innovative system and leaders.
Goal 1.3:	Provide qualified, effective, innovative school leaders.
Goal 1.4:	Provide opportunities and programs to involve students, parents, community members, government officials, and appropriate other representatives or agencies in collaborative efforts to improve school system governance.
<b>Part 2: Teaching and Assessing for Learning</b>	
Goal 2.1:	Provide meaningful, rigorous, relevant, high quality instruction to meet the needs of all students.
Goal 2.2:	Improve student achievement so that all schools continue to reach yearly learning goals and so that the graduation rate is 100%.
Goal 2.3:	Provide highly qualified, highly effective personnel to meet the needs of the instructional program.
Goal 2.4:	Collect, analyze, and use student achievement data for improved teaching and learning.
Goal 2.5:	Collect, analyze and use attendance, discipline, and participation data to improve student achievement and school climate.
Goal 2.6:	Collect, analyze and use financial, demographic, and resource use data to inform and guide fiscal decision making and planning.
Goal 2.7:	Disseminate, publish and provide access to school system data (achievement, climate, fiscal, etc.) to stakeholders to provide accountability, enhance credibility, and to enhance support for programs.

Goal 3.1:	Establish and maintain safe and secure learning environments throughout the school system.
Goal 3.2:	Provide and maintain facilities throughout the system based on objective criteria to provide the most appropriate, safe, secure and attractive environments for all programs.
Goal 3.3:	Provide, maintain and allocate up-to-date technology and other essential equipment and resources to deliver high quality instruction, to provide effective communication, and to support student achievement.
Goal 3.4:	Provide and maintain efficient and effective transportation, health/wellness, and nutrition services to support high quality instruction and student achievement.
<b>Part 4: Using Results for Continuous Improvement</b>	
Goal 4.1:	Effectively use continuous improvement and accreditation monitoring plans to increase student achievement, to evaluate school system success, and to guide decision making.
Goal 4.2:	Monitor, evaluate and report on the school system strategic plan.

**Part 1: Governance and Leadership**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

<b>Goal 1.1:</b>	<b>Provide qualified, effective innovative Board of Education members.</b>			
<b>Strategies:</b>	<ol style="list-style-type: none"> <li>1. Recruit, develop and retain highly qualified, committed, dedicated and effective Board of Education members.</li> <li>2. Provide on-going, high quality orientation and training for Board of Education members on local, state, and national education issues and on data-driven, research-based practices for improving student achievement and effective Board operations.</li> <li>3. Review, revise, and maintain effective Board of Education policies on which to base sound decision making, effective procedures, and fair, consistent implementation of laws, rules, and guidelines.</li> <li>4. Encourage, support and recognize continuing education, participation in leadership development programs, and attainment of credentials of distinction by Board members.</li> <li>5. Encourage, support and recognize Board member participation in school and community events, programs, and activities that build positive community relationships and engender support for improved student achievement.</li> <li>6. Establish and implement an effective program of Board evaluation and Board member self-evaluation of performance, practices, and programs.</li> </ol>			
<b>Action Steps 2012-2013</b>	<b>Action Steps 2013-2014</b>	<b>Action Steps 2014-2015</b>	<b>Action Steps 2015-2016</b>	<b>Action Steps 2016-2017</b>
<p>1.1.1 Identify topics and determine schedules for Board member orientations, training sessions, and opportunities to participate in development training to increase knowledge and skills for improving student achievement and effective Board operations.</p> <p>1.1.2 Support Board member participation in continued leadership development activities through budgetary appropriations for training, travel, registrations, and/or consultant assistance as needed.</p> <p>1.1.3 Continue established process of periodic review, revision, and updating of Board policies.</p> <p>1.1.4 Establish recognition system and record-keeping to document Board member continuing education, participation in training, attendance and participation in community events, nominations for awards/credentials, and awards received. Schedule presentations, nominations, and recognition events at appropriate times throughout the year to include Board Appreciation Week and other established state or local celebrations or commemorative events.</p>	<p>1.1.5 Implement Board orientation and training on policy development, policy implementation, and use of Board policies to guide decision making. Engage appropriate staff and representatives of affected stakeholders in Board policy revision, development, and dissemination efforts as needed.</p> <p>1.1.6 Identify and implement an effective Board evaluation program with needed budgetary planning and scheduling. Use results as basis of formative development plans for improving Board member practices, knowledge, performance, and leadership skills.</p>	<p>1.1.7 Collect and analyze evidence of plan implementation, goal attainment, and activities completed.</p> <p>1.1.8 Report at least annually on progress toward goals related to effectiveness of Board of Education members.</p>		

**Part 1: Governance and Leadership (continued)**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

<b>Goal 1.2:</b>	<b>Provide qualified, effective, innovative system leaders.</b>			
<b>Strategies:</b>	<ol style="list-style-type: none"> <li>1. Recruit, employ, develop and retain highly qualified, effective, innovative administrators at the system level.</li> <li>2. Provide on-going, effective, high quality professional development for the Superintendent and system level administrators and leaders.</li> <li>3. Encourage, support and recognize continuing education, participation in leadership development programs, and attainment or maintenance of credentials of distinction by system level administrators and leaders.</li> <li>4. Encourage, support and recognize system administrator participation in school and community events, programs, and activities that build positive community relationships and engender support for improved student achievement.</li> <li>5. Establish and/or participate in programs of leadership development that encourage and prepare teachers, principals, assistant principals or other employees for possible future system level leadership.</li> <li>6. Implement effective system level administrator evaluation systems that result in improved performance, on-going formative professional development plans, and personal goal setting and goal attainment.</li> </ol>			
<b>Action Steps 2013-2014</b>	<b>Action Steps 2014-2015</b>	<b>Action Steps 2015-2016</b>	<b>Action Steps 2016-2017</b>	<b>Action Steps 2017-2018</b>
<p>1.2.1 Identify and implement effective practices for recruiting and retaining highly qualified, effective, innovative administrators at the system level.</p> <p>1.2.2 Review system level administrator job descriptions, assigned duties, and responsibilities to maximize the benefit to the school system and to make best use of individual strengths, skills, and abilities.</p> <p>1.2.3 Review salary schedules, overall system-level employment history, and projections of future needs to maximize the system's ability to attract and retain effective system level administrative leadership.</p> <p>1.2.4 Establish recognition system and record-keeping to document system-level administrator continuing education, participation in training, attendance and participation in community events, nominations for awards/credentials, and awards received. Schedule presentations, nominations, and recognition events at appropriate times throughout the year to include American Education Week and other established state or local celebrations or commemorative events.</p>	<p>1.2. 8 Revise as needed recruiting practices, job descriptions, assignment of responsibilities, and salary schedules to maintain effective leaders at the system level.</p> <p>1.2.9 Provide opportunities for system level administrators to participate in high quality, effective professional development programs to maintain credentials, to increase knowledge and skills, and to remain current with emerging research and best practices.</p> <p>1.2.10 Budget sufficient time and fiscal resources to implement effective professional development programs for system level administrators. Select professional development activities based on formative data from administrator evaluations, on student achievement data, and on relevant system performance indicators.</p>	<p>1.2. 13 Collect and analyze evidence of plan implementation, goal attainment, and activities completed.</p> <p>1.2.14 Report at least annually on progress toward goals for Part 1, Goal 1.2.</p>	<p>→</p>	<p>→</p>

**Part 1: Governance and Leadership (continued)**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

**Goal 1.2: Provide qualified, effective, innovative system leaders. (continued)**

Action Steps 2013-2014	Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018
<p>1.2.5 Identify and implement strategies to build leadership skills and to provide opportunities for school-level administrators, faculty members, and support staff to increase knowledge of system-level operations. Involve school-level administrators, teachers, and staff representatives in system-level committees, studies, and projects to increase their experience with system-level decision making, problem solving, and planning.</p> <p>1.2.6 Encourage, support, and recognize continued education and employee acquisition of advanced degrees, additional certification, and/or licensure to increase the pool of potential system-level leaders to meet future needs.</p> <p>1.2.7 Implement and document the use of effective systems of system-level administrator evaluation. Provide constructive feedback, commendation, recognition, and corrective action as appropriate.</p>	<p>1.2.11 Use evaluation results to create effective individual professional development plans to improve individual job performance, to increase student achievement, and to monitor progress toward system performance goals.</p> <p>1.2.12 Establish communication plans, collaborative planning opportunities, and productive meeting methods to facilitate information sharing, reduce duplication of efforts, and sustain efficient, effective decision making by system level administrators. Implement efficient scheduling of system level reports, projects, and monitoring of schools.</p>			

**Part 1: Governance and Leadership (continued)**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

<b>Goal 1.3:</b>	<b>Provide qualified, effective, innovative school leaders.</b>			
<b>Strategies:</b>	1. Recruit, employ, develop and retain highly qualified, effective, innovative school administrators.			
	2. Provide on-going, effective, high quality professional development for school administrators.			
	3. Encourage, support and recognize continuing education, participation in leadership development programs, and attainment or maintenance of credentials of distinction by school level administrators and leaders.			
	4. Encourage, support and recognize school administrator participation in school and community events, programs, and activities that build positive community relationships and engender support for improved student achievement.			
	5. Establish and/or participate in programs of leadership development that encourage and prepare teachers, aspiring administrators, or other employees for possible future school or system level leadership.			
	6. Implement effective school administrator evaluation systems that result in improved performance, on-going formative professional development plans, and personal goal setting and goal attainment.			
<b>Action Steps 2013-2014</b>		<b>Action Steps 2014-2015</b>		<b>Action Steps 2015-2016</b>
<p>1.3.1 Identify and implement effective practices for recruiting and retaining highly qualified, effective, innovative administrators at each school.</p> <p>1.3.2 Review school administrator job descriptions, assigned duties, and responsibilities to maximize the benefit to the school system and to make best use of individual strengths, skills, and abilities.</p> <p>1.3.3 Review salary schedules, system employment history, and projections of future needs to maximize the system's ability to attract and retain effective school level administrative leadership.</p> <p>1.3.4 Provide opportunities for school administrators to participate in high quality, effective professional development programs to maintain credentials, to increase knowledge and skills, and to remain current with emerging research and best practices.</p>		<p>1.3.9 Revise as needed recruiting practices, job descriptions, assignment of responsibilities, and salary schedules to maintain effective leaders at the system level.</p> <p>1.3.10 Budget sufficient time and fiscal resources to implement effective professional development programs for school administrators. Select professional development activities based on formative data from administrator evaluations, on student achievement data, and on relevant system performance indicators.</p>		<p>1.3.13 Collect and analyze evidence of plan implementation, goal attainment, and activities completed.</p> <p>1.3.14 Report at least annually on progress toward goals for Part 1, Goal 1.3.</p>
				
				

**Part 1: Governance and Leadership (continued)**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

**Goal 1.3: Provide qualified, effective, innovative school leaders. (continued)**

Action Steps 2013-2014	Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018
<p>1.3.5 Identify and implement strategies to build leadership skills and to provide opportunities for aspiring administrators, faculty members, and support staff to increase knowledge of leadership and school operations.</p> <p>1.3.6 Involve aspiring administrators, teachers, and other appropriate school staff in school-wide and/or system-level committees, studies, and projects to increase their experience with administrative decision making, problem solving, and planning.</p> <p>1.3.7 Encourage and support continued education and employee acquisition of advanced degrees, additional certification, and/or licensure to increase the pool of potential school leaders to meet future needs.</p> <p>1.3.8 Implement and document the use of effective systems of administrator evaluation. Provide school administrators with constructive feedback, recognition, and corrective action as appropriate.</p>	<p>1.3.11 Use evaluation results to create effective individual professional development plans to improve individual job performance, to increase student achievement, and to monitor progress toward system performance goals.</p> <p>1.3.12 Establish recognition system and record-keeping to school administrator continuing education, participation in training, attendance and participation in community events, nominations for awards/credentials, and awards received. Schedule presentations, nominations, and recognition events at appropriate times throughout the year to include American Education Week and other established state or local celebrations or commemorative events.</p>			<p>→</p> <p>→</p>

<b>Part 1: Governance and Leadership (continued)</b> (Action Steps initiated in one year continue in subsequent years until goals are accomplished)				
<b>Goal 1.4:</b>	<b>Provide opportunities and programs to involve students, parents, community members, government officials, and appropriate other representatives or agencies in collaborative efforts to improve school system governance.</b>			
<b>Strategies:</b>	<ol style="list-style-type: none"> <li>1. Include parent, community, and appropriate agency and student representatives on advisory councils, continuous improvement plan committees, accreditation committees, federal programs and career technical advisory committees, and any other collaborative group engaged in establishing, reviewing, or revising school or system regulations, codes of conduct, rules, policies, and procedures.</li> <li>2. Establish and/or maintain advisory groups, councils, cooperative associations, booster clubs, and school support groups to provide input, feedback, and ideas for improving school and system governance.</li> <li>3. Regularly collect, analyze, and disseminate summary information to system stakeholders on system accomplishments, benchmarks, needs, standards, and goals for system improvement to inform their participation in decisions that impact governance (referenda, elections, capital campaigns, volunteerism, involvement, etc.)</li> <li>4. Collect and analyze public comments, suggestions, ideas and concerns about school system governance through surveys, website submissions, correspondence, meetings, and forums.</li> </ol>			
<b>Action Steps 2013-2014</b>	<b>Action Steps 2014-2015</b>	<b>Action Steps 2015-2016</b>	<b>Action Steps 2016-2017</b>	<b>Action Steps 2017-2018</b>
<p>1.4.1 Identify and publicize all collaborative partnerships, committees, advisory councils, volunteer programs, and school or system support groups that incorporate stakeholders in planning, decision making, problem solving, and improvement efforts.</p> <p>1.4.2 Maintain and disseminate appropriate minutes, schedules, reports, and documentation of committees, support organizations, community partnerships, and collaborative agreements.</p> <p>1.4.3 Engage schools and system-level leaders in planning efforts to maximize parent involvement, community engagement, and increased public participation in school activities, events, forums, and projects.</p> <p>1.4.4 Establish recognition programs for parents, volunteers, community partners, advisory council members, support groups, and committee members. Schedule presentations and recognition events, publicizing contributions and partnerships at appropriate times throughout the year.</p>	<p>1.4.5 Provide school and system performance data, student achievement data, financial information, budgets, needs assessments, and statistical information in a wide variety of formats, at multiple occasions, and in many settings to maximize public awareness and community understanding of school system goals, needs, achievements, strengths, and performance record.</p> <p>1.4.6 Establish effective strategies and systems to solicit and analyze feedback from parents, community members, collaborative partnerships, employers, higher education and post secondary training institutions on student success, effectiveness of specific programs and practices, and to inform decision-making and planning.</p>	<p>1.4.7 Review parent involvement plans, continuous improvement plans, accreditation reports, and results of school climate surveys or other feedback data to evaluate programs and practices that support community involvement in schools.</p>	<p>1.4.8 Collect and analyze evidence of plan implementation, goal attainment, and activities completed.</p> <p>1.4.9 Report at least annually on progress toward goals for Part 1, Goal 1.4.</p>	<p>→</p> <p>→</p>

**Part 2: Teaching and Assessing for Learning**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

<b>Goal 2.1:</b>	<b>Provide meaningful, rigorous, relevant, high quality instruction to meet the needs of all students.</b>
<b>Strategies:</b>	1. Ensure that course content, course offerings, and aligned curriculum enable student success during and after preK-12 education, for college-bound and non-college bound students.
	2. Ensure appropriate, engaging instructional practices and effective teaching for all students.
	3. Ensure that programs of instruction, co-curricular and extracurricular activities, enrichment activities, fine arts programs, and remediation programs are engaging, equitable, and accessible to all students.
	4. Ensure that instruction is designed and delivered to be engaging, inclusive, and success-oriented, to address the education of the whole child (academic, emotional, social, physical, and technical).
	5. Engage teachers, support staff and administrators in strategic, collaborative, shared instructional planning of lessons that are challenging, appropriately paced, and that address current ALSDE course of study objectives for knowledge and skills.
	6. Examine opportunities to add or enhance programs to improve student achievement when financially possible, such as universal pre-K, additional K-12 fine arts programs, expanded gifted/advanced programs, early identification and intervention for at-risk students, dual enrollment, distance learning, and expanded alternative education programs.

<b>Action Steps 2013-2014</b>	<b>Action Steps 2014-2015</b>	<b>Action Steps 2015-2016</b>	<b>Action Steps 2016-2017</b>	<b>Action Steps 2017-2018</b>
<p>2.1.1 Analyze course offerings, curriculum standards, extra-curricular activities, remediation programs, and instructional practices for strengths, weaknesses, and consistency for all students in all schools in the school system.</p> <p>2.1.2 Engage in data-driven decision-making and analysis of current AYP data, standardized test data, graduation rates, attendance, discipline, and employee performance data to determine system effectiveness, strengths, weaknesses, and goals.</p> <p>2.1.3 Identify and implement rigorous, relevant, high quality instruction that engages all learners and promotes the development of social, emotional, physical, technical and academic achievement in all students.</p> <p>2.1.4 Implement effective career awareness and career training programs at all schools and in all grades.</p>	<p>2.1.10 Conduct curriculum and program equity audits, interest inventories, and performance data analyses to determine strengths and weaknesses of instructional programs, availability of co-curricular and extra-curricular activities and instructional support services.</p> <p>2.1.11 Collect and analyze data from area employers, graduates, post secondary institutions and assessments to identify key elements of current instructional programs that contribute to or detract from student success.</p> <p>2.1.12 Identify and implement creative and effective methods for increasing student participation in and success with post secondary assessment and preparation experiences (ACT, PSAT, WorkKeys, Explore, etc).</p>	<p>2.1.20 Engage in feasibility studies and/or planning for expanded programs of preK education, gifted/talented programs, additional fine arts, career technical, technology and other course offerings.</p> <p>2.1.21 Identify needs and implement programs for early identification of and intervention for at-risk students.</p> <p>2.1.22 Implement and/or expand programs of distance learning, credit recovery, dual enrollment, early admission to higher education, and innovative scheduling as financially feasible and as needs develop.</p>		

**Part 2: Teaching and Assessing for Learning (continued)**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

**Goal 2.1: Provide meaningful, rigorous, relevant, high quality instruction to meet the needs of all students. (continued)**

Action Steps 2013-2014	Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018
<p>2.1.5 Align curriculum and course content with emerging College-Career Readiness Standards, new state standards, and accountability standards.</p> <p>2.1.6 Establish high quality programs of professional development for teachers and administrators that result in improved instructional strategies. Implement programs and procedures to effectively monitor the implementation of the improved instructional strategies, to provide timely and frequent feedback for teachers on improved practice, and that engages teachers and administrators in collaborative planning and data analysis of student learning to improve student achievement.</p> <p>2.1.7 Establish recognition programs, rewards, incentives, and mentoring programs to promote student engagement, character development, student achievement and positive learning climates for all students.</p> <p>2.1.8 Establish systematic procedures to analyze causes of and remedies for student retention, drop outs, course failures, and absenteeism.</p> <p>2.1.9 Conduct follow-up studies of graduates, school leavers, and current students to determine program effectiveness, academic strengths, and curriculum gaps.</p>	<p>2.1.13 Identify, implement and monitor effective programs that increase the number and size of student scholarships for post-secondary learning and/or post-secondary technical training.</p> <p>2.1.14 Develop and implement procedures for monitoring instruction, measuring instructional effectiveness, and benchmark assessments for improving student achievement.</p> <p>2.1.15 Align teaching/learning strategies, instructional practices, and content standards with current ASLDE standards, accreditation standards, post secondary institution requirements and workforce development needs.</p> <p>2.1.16 Identify needs and implement programs for early identification of at-risk students and for successful interventions to increase their achievement and school success.</p> <p>2.1.17 Implement and/or expand programs of distance learning, credit recovery, dual enrollment, early admission to higher education, and innovative scheduling as financially feasible and as needs develop.</p> <p>2.1.18 Establish or continue effective programs to challenge and effectively engage high achieving and gifted students.</p> <p>2.1.19 Strengthen and expand effective programs of guidance and counseling at all schools.</p>	<p>2.1.23 Conduct needs assessments to identify student interest levels for additional programs and course offerings in the areas of foreign language, service learning, advanced placement courses, and community-based mentoring or workplace training.</p> <p>2.1.24 Continue to improve the quality of teaching, teacher content knowledge, library media programs, guidance/counseling programs, special education, and career technical education through focused, monitored, research-based professional development and implementation of best practices for 21<sup>st</sup> century learning.</p>	<p>2.1.25 Identify, implement and monitor programs of effective health and wellness for students and employees.</p> <p>2.1.26 Identify, implement and monitor effective career education, technical education and workplace skills development throughout the school system.</p> <p>2.1.27 Identify, implement and monitor effective programs and activities that promote character development, good citizenship, personal responsibility, integrity, emotional well-being, and social interaction skills development.</p>	<p>2.1.28 Collect and analyze data to determine success.</p> <p>2.1.29 Modify programs and practices as needed.</p> <p>2.1.30 Report at least annually on progress toward goals for Part 2, Goal 2.1.</p> <p align="center">→</p> <p align="center">→</p>

**Part 2: Teaching and Assessing for Learning (continued)**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

<b>Goal 2.2:</b>	<b>Improve student achievement so that all schools continue to reach yearly learning goals and so that the graduation rate is 100%.</b>
<b>Strategies:</b>	<ol style="list-style-type: none"> <li>1. Develop and implement successful continuous improvement plans at all schools to improve student achievement among all sub-groups and at all grade levels.</li> <li>2. Establish successful programs to maximize student achievement for learners with different needs. (remediation, intervention, alternative education, special education, gifted education, career technical education, ESL programs, preK programs, extracurricular and co-curricular activities, dual enrollment, advanced placement, distance education, etc).</li> <li>3. Implement programs of formative assessment and instructional monitoring to provide early intervention and productive remediation so that students meet or exceed academic standards for the grading period and year.</li> <li>4. Identify and implement research-based, effective instructional strategies that provide varied, engaging and successful learning experiences for all students.</li> </ol>

<b>Action Steps 2013-2014</b>	<b>Action Steps 2014-2015</b>	<b>Action Steps 2015-2016</b>	<b>Action Steps 2016-2017</b>	<b>Action Steps 2017-2018</b>
<p>2.2.1 Implement and monitor effective continuous improvement plans at all schools with specific emphasis on improving the academic performance of underachieving students, achieving or exceeding annual learning goals, and annual improvement of graduation rates until 100% is achieved.</p> <p>2.2.2 Analyze specific learning needs of all learners and learner sub-groups to identify successful instructional programs and to engage students for increased achievement.</p> <p>2.2.3 Establish, monitor, report, and analyze annual measures to determine the success rate for instructional programs (alternative, special education, gifted education, career technical education, dual enrollment, advanced placement, distance education, ESL programs, etc) and for co-curricular and extracurricular programs.</p> <p>2.2.4 Enhance and improve guidance and counseling services to support career planning, college readiness, and student achievement.</p>	<p>2.2.5 Implement procedures to monitor, report, and adjust as needed referral processes, intervention strategies, professional development programs, and collaborative efforts with other community agencies to maintain equitable access to instruction and intervention, to remove barriers to learning, and to promote success for all learners.</p> <p>2.2.6 Develop and implement procedures for monitoring instruction, measuring instructional effectiveness, and benchmark assessments for improving student achievement.</p> <p>2.2.7 Monitor and report the effectiveness of all instructional programs and practices.</p> <p>2.2.8 Develop and implement effective strategies to reduce absences, discipline referrals, suspensions, retentions, and course failures to positively impact student achievement and graduation rates.</p>	<p>2.2.9 Align teaching/learning practices and content standards with current standards, post secondary institution requirements and workforce development needs.</p> <p>2.2.10 Establish recognition programs, rewards, incentives, and mentoring programs to promote student engagement, character development, student achievement and positive learning climates for all students.</p> <p>2.2.11 Develop or continue strong, effective parent involvement and home/school cooperation programs to enhance family support for student achievement and to assist families with planning for students' post-secondary learning and career success.</p>	<p>2.2.12 Collect and analyze data to determine success for Part 2, Goal 2.2.</p> <p>2.2.13 Modify programs and practices as needed.</p>	<p>—————→</p> <p>—————→</p>

**Part 2: Teaching and Assessing for Learning (continued)**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

<b>Goal 2.3:</b>	<b>Provide highly qualified, highly effective personnel to meet the needs of the instructional program.</b>
<b>Strategies:</b>	<ol style="list-style-type: none"> <li>1. Recruit, employ, develop and retain highly qualified, effective teachers and instructional support personnel.</li> <li>2. Ensure effective pupil/instructional staff ratios at all schools.</li> <li>3. Encourage and recognize outstanding instruction and employee accomplishments.</li> <li>4. Ensure effective employee evaluation systems that result in improved performance, on-going professional development, and high quality employee training programs</li> <li>5. Encourage, support, and recognize continuing education, National Board Certification, and attainment of credentials of distinction by instructional staff.</li> <li>6. Encourage, support and recognize continuing education, distinguished certification, and the achievement of higher skill levels by support staff.</li> </ol>

<b>Action Steps 2013-2014</b>	<b>Action Steps 2014-2015</b>	<b>Action Steps 2015-2016</b>	<b>Action Steps 2016-2017</b>	<b>Action Steps 2017-2018</b>
<p>2.3.1 Analyze data in all schools to determine subjects, grade levels, and work areas of high priority for teacher and support staff recruitment efforts.</p> <p>2.3.2 Identify and implement programs and practices to recruit and retain personnel equitably and effectively in all schools to maximize student achievement and to make effective use of system financial resources.</p> <p>2.3.3 Implement and monitor the effectiveness of all professional development and classified employee training programs.</p> <p>2.3.4 Determine and implement effective pupil/staff ratios for all programs at all schools.</p> <p>2.3.5 Review and adjust salary schedules when financially feasible to maximize the system's ability to attract and retain effective teachers and support staff.</p>	<p>2.3.6 Assign personnel to create optimum learning and work environments according to state requirements and accreditation guidelines.</p> <p>2.3.7 Utilize effective programs of employee evaluation and feedback (for certified and classified personnel) to identify strengths, weaknesses, and areas for future training and professional development activities.</p> <p>2.3.8 Establish teacher mentoring, teacher leader, and collaborative professional development programs that support and expand effective instructional practices.</p> <p>2.3.9 Enhance current and implement additional programs to recognize employee accomplishments, improvement, and goal attainment.</p> <p>2.2.10 Use personnel evaluation results and student achievement data to create effective individual professional development plans to improve individual job performance, to increase student achievement, and to monitor progress toward system performance goals.</p>	<p>2.2.11 Establish rewards and/or recognition programs that encourage continuing education, National Board Certification, and training accomplishments of personnel.</p> <p>2.2.12 Implement effective methods for periodic employee feedback and input on school, worksite, and system programs and practices (surveys, focus groups, feedback committees, advisory councils, etc.)</p> <p>2.2.13 Implement or expand effective practices for shared-decision making, collaborative planning, and leadership development for all personnel.</p> <p>2.2.14 Review and analyze job descriptions, non-teaching responsibilities, work schedules and duty assignments to increase effective utilization of all personnel to improve student achievement.</p>	<p>2.2.55 Seek additional sources of stable and sufficient revenues to recruit, retain and add additional highly qualified, skilled teachers and support staff as appropriate.</p> <p>2.2.16 Collect and analyze data to determine progress toward accomplishment of Part 2, Goal 2.3.</p> <p>2.2.17 Modify programs and practices as needed</p>	<p>→</p> <p>→</p>

**Part 2: Teaching and Assessing for Learning (continued)**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

<b>Goal 2.4:</b>	<b>Collect, analyze, and use student achievement data for improved teaching and learning.</b>
<b>Strategies:</b>	<ol style="list-style-type: none"> <li>1. Establish and maintain effective collection, analysis and use of standardized test results, student grades, formal and informal classroom assessments, benchmark assessments, and approved measures of student achievement of academic knowledge and skills to inform decision-making by teachers, staff, and administrators.</li> <li>2. Establish, maintain and document effective use of data meetings and instructional coaching programs that enable teachers to differentiate and individualize instruction to promote student success.</li> <li>3. Provide high quality professional development for teachers, instructional staff, and administrators on the effective use of data for instructional planning.</li> <li>4. Regularly monitor, evaluate and report student achievement data and its use in individual school continuous improvement plans and by other appropriate means.</li> </ol>

<b>Action Steps 2013-2014</b>	<b>Action Steps 2014-2015</b>	<b>Action Steps 2015-2016</b>	<b>Action Steps 2016-2017</b>	<b>Action Steps 2017-2018</b>
<p>2.4.1 Establish, monitor, report, and analyze annual measures to determine the success rate for instructional programs (alternative, special education, gifted education, career technical education, dual enrollment, advanced placement, distance education, ESL programs, etc) and for co-curricular and extracurricular programs.</p> <p>2.4.2 Identify and implement effective benchmark and formative classroom assessment programs to monitor instruction, guide intervention and remediation activities, and improve teaching and learning for all students.</p> <p>2.4.3 Implement or continue effective employee evaluation programs and use evaluation results to plan and monitor effective individual and school professional development programs.</p> <p>2.4.4 Implement or continue effective use of data meetings, collaborative planning, and instructional coaching based on assessment results and skillful analysis of student achievement data.</p>	<p>2.4.5 Collect, analyze and effectively use employee performance evaluation data, student and employee attendance data, discipline data, and other appropriate system statistical data to inform decision making, to plan effective professional development programs.</p> <p>2.4.6 Collect, analyze and effectively use feedback, survey data, comments, suggestion, concerns, and participation records to evaluate and improve parent involvement programs, extracurricular and co-curricular activities, community involvement, and collaborative partnerships.</p> <p>2.4.7 Collect, analyze and effectively use graduate and school-leaver follow-up data to improve programs and student achievement.</p> <p>2.4.8 Collect, analyze and effectively use feedback reports from post-secondary institutions and employers to increase student success after preK- 12 schooling.</p>	<p>2.4.9 Modify programs and practices as needed based on student achievement and employee evaluation data.</p> <p>2.4.10 Communicate student achievement data and information about progress toward system goals through system publications, the website, and through community media/public information systems.</p>	<p>2.4.11 Collect and analyze data to determine progress toward accomplishment of Part 2, Goal 2.4.</p> <p>2.4.12 Modify programs and practices as needed</p>	<p>→</p> <p>→</p>

**Part 2: Teaching and Assessing for Learning (continued)**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

<b>Goal 2.5:</b>	<b>Collect, analyze and use attendance, discipline, and participation data to improve student achievement and school climate.</b>
<b>Strategies:</b>	<ol style="list-style-type: none"> <li>1. Establish and maintain effective collection, analysis and use of attendance, discipline, student participation in extra-curricular and co-curricular activities, and parent/volunteer participation in school activities to inform decision-making by teachers, staff, and administrators.</li> <li>2. Establish, maintain and document teacher and support staff attendance, performance evaluations, and participation in professional development and school activities to improve programs and to promote positive school climate.</li> <li>3. Provide high quality professional development for teachers, instructional staff, and administrators on the effective use of attendance, discipline, and participation data for program planning to improve school climate and to enhance character education programs.</li> <li>4. Regularly monitor, evaluate and report student attendance and discipline data, school climate measures, and related data in individual school continuous improvement plans and by other appropriate means.</li> </ol>

<b>Action Steps 2013-2014</b>	<b>Action Steps 2014-2015</b>	<b>Action Steps 2015-2016</b>	<b>Action Steps 2016-2017</b>	<b>Action Steps 2017-2018</b>
<p>2.5.1 Collect, analyze and effectively use employee performance evaluation data, student and employee attendance data, discipline data, and other appropriate system statistical data to inform decision making, to plan effective professional development programs.</p> <p>2.4.2 Collect, analyze and effectively use feedback, survey data, comments, suggestion, concerns, and participation records to evaluate and improve parent involvement programs, extracurricular and co-curricular activities, community involvement, and collaborative partnerships.</p> <p>2.5.3 Collect, analyze and effectively use graduate and school-leaver follow-up data to improve programs and student achievement, to decrease numbers of students requiring remediation in post-secondary schooling, and to increase student success after k-12.</p> <p>2.5.4 Evaluate and adjust school system procedures, operations, and data management to ensure that all programs are in compliance with ALSDE standards; continue annual improvement to receive no citations or required corrective actions on audits, monitoring, or compliance reports.</p>	<p>2.5.5 Identify and implement effective, research-based programs of professional development for teachers, instructional staff, and administrators on improving school climate and factors that promote high levels of student achievement for all learners.</p> <p>2.5.6 Identify, implement and monitor the effectiveness of successful character development, leadership development, and student motivation programs.</p> <p>2.5.7 Monitor and evaluate the effectiveness of all extracurricular and co-curricular activities in promoting and enhancing student achievement and student engagement.</p> <p>2.5.8 Regularly assess student and parent satisfaction, school climate, and community opinion to improve programs and services.</p>	<p>2.5.9 Modify programs and practices as needed based on attendance, participation, and discipline data and school climate indicators. .</p> <p>2.5.10 Communicate appropriate data reports and information about progress toward system goals through system publications, the website, and through community media/public information systems.</p>	<p>2.5.11 Collect and analyze data to determine progress toward accomplishment of Part 2, Goal 2.5.</p> <p>2.5.12 Modify programs and practices as needed.</p>	<p>—————→</p> <p>—————→</p>

**Part 2: Teaching and Assessing for Learning (continued)**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

<b>Goal 2.6:</b>	<b>Collect, analyze and use financial, demographic, and resource use data to inform and guide fiscal decision making and planning.</b>			
<b>Strategies:</b>	<ol style="list-style-type: none"> <li>1. Establish and maintain effective procedures and processes for collecting, analyzing, and using financial, demographic and fiscal planning data to maximize the use of system financial resources.</li> <li>2. Establish and maintain procedures and practices for using sound financial planning and decision making based on current and projected data to ensure equitable distribution of system resources.</li> <li>3. Develop, implement and maintain reliable financial, demographic, resource, and needs assessment data to support effective long range facilities and instructional program planning.</li> </ol>			
<b>Action Steps 2013-2014</b>	<b>Action Steps 2014-2015</b>	<b>Action Steps 2015-2016</b>	<b>Action Steps 2016-2017</b>	<b>Action Steps 2017-2018</b>
<p>2.6.1 Publish and communicate effectively using all possible media and venues accountability, achievement and financial data of individual schools and the school system as a whole.</p> <p>2.6.2 Engage technical assistance as needed to analyze demographic and financial trends, enrollment projections, long range facilities planning, cost effectiveness of operations and programs and to determine recommendations for effective and efficient use of all system resources.</p> <p>2.6.3 Promote the passage of meaningful federal, state and local legislation to provide adequate and stable funding for preK-12 public schools in Alabama.</p> <p>2.6.4 Seek and obtain supplementary sources of funds for current and proposed programs and facilities (grants, public-private partnerships, foundations, donations, etc).</p> <p>2.6.5 Maintain and expand sound financial planning, effective budgeting, and ethical practices and procedures in the financial operation of the school system.</p>	<p>2.6.6 Budget existing resources and seek additional funds to ensure that opportunities to select a wide variety of courses (career technical, advanced level, dual enrollment, fine arts, foreign language, technology, electives, academics, etc.) are available to students at all schools on an equitable basis.</p> <p>2.6.7 Monitor and enhance availability of, access to and participation in instructional, co-curricular, and extracurricular programs, athletics, and school-related activities to effectively allocate and plan future human and financial resources to meet needs.</p> <p>2.6.8 Identify creative and viable grant opportunities, partnerships, donors and funding mechanisms to increase revenues for system projects.</p> <p>2.6.9 Collect, analyze and use data to determine and promote public awareness of and confidence in school system financial operations.</p>	<p>2.6.10 Encourage, assist, recognize and reward teachers, community organizations, government agencies, and individuals who receive grants, and/or who increase the resources available to the school system.</p> <p>2.6.11 Allocate teacher units, financial resources, materials, equipment, and support staff to provide equitable, high quality instructional opportunities for all students; effectively educate and inform employees, parents, and the general public about the equitable allocation and efficient use of all system resources.</p>	<p>2.6.12 Collect and analyze data to determine progress toward accomplishment of Part 2, Goal 2.6.</p> <p>2.6.13 Modify programs and practices as needed.</p>	<p>→</p> <p>→</p>

**Part 2: Teaching and Assessing for Learning (continued)**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

<b>Goal 2.7:</b>	<b>Disseminate, publish and provide access to school system data (achievement, climate, fiscal, etc.) to stakeholders to provide accountability, enhance credibility, and to enhance support for programs.</b>
<b>Strategies:</b>	<ol style="list-style-type: none"> <li>1. Include appropriate student achievement, school climate, financial, and participation data reports in school system newsletters, handbooks, website listings, correspondence, and publications.</li> <li>2. Communicate at least annually through school system publications, website, and public reports the accomplishment of school system strategic plan goals and objectives, student achievement results, accreditation and financial status, and appropriate employment statistics.</li> <li>3. Develop, implement and maintain a system for follow-up of graduates, of obtaining feedback from post-secondary institutions, and employers to collect data for program modifications, decision making, and future instructional planning.</li> </ol>

<b>Action Steps 2013-2014</b>	<b>Action Steps 2014-2015</b>	<b>Action Steps 2015-2016</b>	<b>Action Steps 2016-2017</b>	<b>Action Steps 2017-2018</b>
<p>2.7.1 Publish and communicate using all possible media and venues accountability, achievement and financial data of individual schools and the school system as a whole.</p> <p>2.7.2 Establish effective communication strategies with all stakeholders for school system events, accomplishments, emergencies, needs, initiatives and programs.</p> <p>2.7.3 Establish, monitor, report, and analyze annual measures to determine the success rate for instructional programs (alternative, special education, gifted education, career technical education, dual enrollment, advanced placement, distance education, ESL programs, etc) and for co-curricular and extracurricular programs.</p>	<p>2.7.5 Collect, analyze and effectively use feedback, survey data, comments, suggestion, concerns, and participation records to evaluate and improve parent involvement programs, extracurricular and co-curricular activities, community involvement, and collaborative partnerships.</p> <p>2.7.6 Collect, analyze and effectively use graduate and school-leaver follow-up data to improve programs and student achievement.</p> <p>2.7.7 Collect, analyze and effectively use feedback reports from post-secondary institutions and employers to increase student success after preK- 12 schooling.</p> <p>2.7.8 Regularly and systematically review and revise all system publications (handbooks, newsletters, course selection materials, website, brochures, forms, reports, procedures manuals, etc.) to reflect accurate and current information. Ensure that system publications are beneficial, clear, consistent, and “user friendly” by soliciting comments and suggestions from users.</p>	<p>2.7.9 Utilize existing and seek expanded technology capabilities to increase effective electronic communication of system accomplishments, needs, and information.</p> <p>2.7.10 Monitor and evaluate the use of technology to enhance system communications and data management activities.</p>	<p>2.7.11 Collect and analyze data to determine progress toward accomplishment of Part 2, Goal 2.7.</p> <p>2.7.12 Incorporate regular reporting on the status of strategic plan accomplishment into system accountability, accreditation, and communication plans.</p> <p>2.7.13 Modify programs and practices as needed.</p>	<p align="center">→</p> <p align="center">→</p>

### Part 3: Facilities, Resources and Support Systems

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

<b>Goal 3.1:</b>	<b>Establish and maintain safe and secure learning environments throughout the school system.</b>			
<b>Strategies:</b>	<ol style="list-style-type: none"> <li>1. Provide safe, secure, inviting, supportive and technology-rich school environments throughout the school system.</li> <li>2. Reduce school discipline referrals, suspensions and expulsions.</li> <li>3. Provide safe, secure, inviting and appropriate environments for a wide variety of extra-curricular and co-curricular programs (fine arts, athletics, recreational, technical training, professional development, child nutrition program, community programs, assemblies, regional or systemwide competitions, cultural events, etc).</li> <li>4. Establish and implement an effective, comprehensive system wide code of student conduct will appropriate consequences for disciplinary infractions.</li> </ol>			
<b>Action Steps 2013-2014</b>	<b>Action Steps 2014-2015</b>	<b>Action Steps 2015-2016</b>	<b>Action Steps 2016-2017</b>	<b>Action Steps 2017-2018</b>
<p>3.1.1 Continue implementation of Safe School Plans as reviewed and revised at least annually with the advice of school committees, law enforcement, emergency management personnel and other security officials.</p> <p>3.1.2 Conduct, monitor and analyze the effectiveness of required trainings, drills, orientations and inspections for optimal student safety, security and wellness.</p> <p>3.1.3 Acquire, install and maintain adequate safety equipment and security systems to ensure student and employee safety and security (AEDs, video surveillance, metal detection, exit/entrance monitoring, alarms, sprinkler systems, vandalism prevention, etc.).</p> <p>3.1.4 Implement effective programs of student discipline, classroom management, character education, guidance and counseling, and student supervision to reduce discipline referrals, suspensions and expulsions.</p> <p>3.1.5 Collaboratively, annually revise and consistently implement a unified Code of Student Conduct for the school system.</p>	<p>3.1.6 Revise discipline procedures, school rules, parent information guides, and parent and community involvement programs periodically to improve student behavior and to reduce discipline incidents.</p> <p>3.1.7 Identify and implement effective practices for enhancing student peer relationships, student leadership development, citizenship, and character development.</p> <p>3.1.8 Identify opportunities to host local, regional and/or state cultural events, competitions, sports events, and community participation programs to showcase school and system facilities, students, personnel and programs.</p> <p>3.1.9 Monitor and analyze discipline data to determine the most effective intervention strategies and long range solutions for disruptive students.</p> <p>3.1.10 Establish criteria by which to evaluate school environments as inviting, safe and secure; implement regular monitoring of compliance with standards.</p>	<p>3.1.11 Collect, analyze and report discipline, attendance, safety and wellness data to determine the effectiveness of teaching/learning and goal attainment related to student safety, conduct and wellness.</p> <p>3.1.12 Engage appropriate community agencies and technical assistance providers (nurses, medical professionals, law enforcement, civic clubs, government officials, etc.) in collaborative planning with school leaders to enhance safety, wellness and student development programs.</p>	<p>3.1.13 Involve parents and community partners in recognizing, rewarding and encouraging exemplary student conduct and improved academic and social success.</p> <p>3.1.14 Implement effective instructional practices that engage learners and that create successful learning environments for all students.</p> <p>3.1.15 Implement effective programs of parent involvement and parent education that foster cooperation and collaboration for improved student success.</p>	<p>3.1.16 Recognize and reward student, school and system achievements in citizenship education, character education, wellness education, and civic engagement.</p> <p>3.1.17 Establish recognition and reward programs to celebrate improvements in school climate, safety and security, and discipline.</p> <p>3.1.18 Collect and analyze data to determine progress toward accomplishment of Part 3, Goal 3.1.</p> <p>3.1.19 Modify programs and practices as needed.</p>

**Part 3: Facilities, Resources and Support Systems (continued)**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

<b>Goal 3.2:</b>	<b>Provide and maintain facilities to provide the most appropriate, safe, secure and attractive environments for all programs.</b>			
<b>Strategies:</b>	<ol style="list-style-type: none"> <li>1. Make the best use of current facilities and plan future facilities to enhance student achievement and maximize learning opportunities for all students.</li> <li>2. Provide effective maintenance of all buildings, systems, grounds and equipment.</li> </ol>			
<b>Action Steps 2012-2013</b>	<b>Action Steps 2013-2014</b>	<b>Action Steps 2014-2015</b>	<b>Action Steps 2015-2016</b>	<b>Action Steps 2016-2017</b>
<p>3.2.1 Analyze demographic data, economic trends, enrollment projections, cost effectiveness of operations and programs to determine recommendations for effective and efficient planning for current and new schools according to state and local regulations and accreditation standards.</p> <p>3.2.2 Establish and publish objective criteria for long range facilities planning, additions, re-purposing and the most effective and equitable use of material resources and technology to maximize student achievement in all student attendance areas.</p> <p>3.2.3 Analyze systems of maintenance, sanitation, lighting, grounds keeping, cleaning, transportation, HVAC, communication, and child nutrition to identify strengths, weaknesses and the most efficient and effective practices. Utilize data to establish goals, employee training programs, long range plans.</p>	<p>3.2.4 Implement effective systems of facilities and infrastructure maintenance, acquisition, replacement and modernization.</p> <p>3.2.5 Engage school system personnel, students, parents, community members and technical assistance providers in collaborative planning for enhanced safety, security, attractiveness and suitability of school system indoor and outdoor learning environments (for athletics, academics, fine arts, recreation, technical training, community use, etc).</p> <p>3.2.6 Analyze student achievement data and research of effective practices to determine grade level assignments, optimum building enrollments, optimum student schedules and the impact of facilities-related issues on student achievement.</p> <p>3.2.7 Seek additional funding and prudently use existing financial resources to enable expansion, maintenance, and modernizing of facilities as needed.</p>	<p>3.2.8 Communicate facilities planning, renovations, and facilities use information clearly and thoroughly to all stakeholders in a timely manner.</p> <p>3.2.9 Collect and analyze facilities use and efficiency data to determine future plans and best practices.</p> <p>3.2.10 Monitor internal and external perceptions, concerns and suggestions related to facilities use, maintenance, operations, equity, establishing priorities, and planning.</p>	<p>3.2.11 Collect and analyze data to determine progress toward accomplishment of Part 3, Goal 3.2.</p> <p>3.2.12 Modify programs and practices as needed</p>	<p>→</p> <p>→</p>

**Part 3: Facilities, Resources and Support Systems (continued)**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

<b>Goal 3.3:</b>	<b>Provide, maintain and allocate up-to-date technology and other essential equipment and resources to deliver high quality instruction, to provide effective communication, and to support student achievement.</b>			
<b>Strategies:</b>	<ol style="list-style-type: none"> <li>Increase access and use of technology resources and improve system technology infrastructure.</li> <li>Expand effective uses of technology by employees and students through on-going professional development and the implementation of effective technology instruction.</li> <li>Enhance and expand the use of technology and other resources to improve internal and external communication and exchange of information.</li> </ol>			
<b>Action Steps 2013-2014</b>	<b>Action Steps 2014-2015</b>	<b>Action Steps 2015-2016</b>	<b>Action Steps 2016-2017</b>	<b>Action Steps 2017-2018</b>
<p>3.3.1 Continue and enhance the implementation of the system technology plan.</p> <p>3.3.2 Implement systems of effective evaluation and analysis of employee and student use of technology.</p> <p>3.3.3 Gather and analyze data to determine equitable distribution of and access to technological and other system resources to support student achievement.</p> <p>3.3.4 Assess the allocation of current technology positions and the need for future technology personnel for systems maintenance, training, and technology integration.</p> <p>3.3.5 Provide opportunities for on-going, high quality professional development and support employee training for effective use of technology.</p>	<p>3.3.6 Determine goals, benchmarks and achievement standards for distance education and instructional technology programs.</p> <p>3.3.7 Implement effective and efficient use of school and system websites, email, social networking media and emerging technology for improved communication with all stakeholders.</p> <p>3.3.8 Engage in collaborative planning with post secondary and industry/workforce development partners to update technology instruction and to expand 21<sup>st</sup> century learning skills to meet students' post-K-12 needs.</p> <p>3.3.9 Implement effective technology-based systems of data management, financial management, human resource management and communications.</p>	<p>3.3.10 Identify and implement effective programs for home/school uses of system technology resources (library media center collections, parent-teacher communications, homework assistance, emergency notifications, electronic textbooks, etc).</p> <p>3.3.11 Periodically review and revise school system technology policies and practices as needed.</p>	<p>3.3.12 Collect and analyze technology use and efficiency data to determine future plans and best practices.</p> <p>3.2.13 Collect data and report progress toward accomplishment of Part 3, Goal 3.3.</p> <p>3.3.14 Modify programs and practices as needed.</p>	<p align="center">—————→</p> <p align="center">—————→</p>

**Part 3: Facilities, Resources and Support Systems (continued)**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

<b>Goal 3.4:</b>	<b>Provide and maintain efficient and effective transportation, health/wellness, and nutrition services to support high quality instruction and student achievement.</b>			
<b>Strategies:</b>	1. Provide safe, efficient, and equitable transportation services to all students. 2. Provide effective health and wellness programs to improve student health and wellness. 3. Provide effective programs and services to improve employee health, wellness, safety, and attendance rates. 4. Provide effective child nutrition programs to support increased student achievement and student health/wellness.			
<b>Action Steps 2013-2014</b>	<b>Action Steps 2014-2015</b>	<b>Action Steps 2015-2016</b>	<b>Action Steps 2016-2017</b>	<b>Action Steps 2017-2018</b>
<p>3.4.1 Collect and analyze transportation plan and transportation data for planning and evaluation.</p> <p>3.4.2 Assess all transportation routes to maximize efficiency, to maximize student safety, and to minimize student travel time.</p> <p>3.4.3 Collect, analyze and report transportation department safety records, financial efficiency, and personnel training.</p> <p>3.4.4 Engage in collaborative discussions with neighboring systems and State transportation department technical advisors to plan technology upgrades for route-planning, transportation safety, and record-keeping.</p> <p>3.4.5 Implement and monitor effective systems of vehicle maintenance, long-range planning for transportation purchases, transportation employee training, and inventory control.</p> <p>3.4.6 Assess and evaluate health and wellness programs for student and employees.</p>	<p>3.4.7 Establish benchmark measures and long range targets for measuring improvements in student and employee health and wellness.</p> <p>3.4.8 Analyze personnel needs, employee assignments, and student enrollment data to maximize health and wellness services for students. (nurses, LNPs, counselors, physical education staff, other specialists).</p> <p>3.4.9 Ensure the full implementation of health and wellness curriculum across all grade levels.</p> <p>3.4.10 Analyze, evaluate and report on programs to increase student and employee attendance rates.</p> <p>3.4.11 Collect, analyze and report data to measure the effectiveness of the child nutrition program.</p> <p>3.4.12 Establish recognition programs to publicize improvements in transportation, health and wellness, and child nutrition programs.</p>	<p>3.4.13 Establish and maintain programs to support collaborative planning that involves personnel from transportation, health, and nutrition programs to support increased student achievement.</p> <p>3.4.14 Collect data and report progress toward accomplishment of Part 3, Goal 3.4</p> <p>3.4.15 Modify programs and practices as needed.</p>		

**Part 4: Using Results for Continuous Improvement**

(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

<b>Goal 4.1:</b>	<b>Effectively use continuous improvement and accreditation monitoring plans to increase student achievement, to evaluate school system success, and to guide decision making.</b>			
<b>Strategies:</b>	<ol style="list-style-type: none"> <li>Analyze, monitor, and evaluate all school and system continuous improvement plans at least annually and according to benchmarks identified in the plans.</li> <li>Achieve and maintain system accreditation, utilizing the accreditation monitoring and reporting processes to promote and achieve continuous improvement toward system and school goals.</li> <li>Engage in regular orientation and training for school system personnel in the effective use of continuous improvement and accreditation plans.</li> <li>Publish progress toward and accomplishment of school system goals, objectives, and continuous improvement plans.</li> </ol>			
<b>Goal 4.2:</b>	<b>Monitor, evaluate and report on the school system strategic plan.</b>			
<b>Strategies:</b>	<ol style="list-style-type: none"> <li>Identify, orient and train responsible employees and community representatives to review, evaluate, and report on the progress of the strategic plan implementation at agreed upon intervals.</li> <li>Publish information to stakeholders at least annually on strategic plan activities, accomplishments, revisions, or modifications.</li> <li>Establish time-lines and procedures for on-going strategic planning to ensure that new goals, objectives, and activities are relevant, effective, and timely for subsequent plans and continuous improvement.</li> </ol>			
<b>Action Steps 2013-2014</b>		<b>Action Steps 2014-2015</b>		<b>Action Steps 2015-2016</b>
<p>4.1.1 Collect, analyze and publish previous and current achievement, climate, demographic, financial and other statistical data as baselines for monitoring and reporting progress and improved achievement and performance.</p> <p>4.1.2. Establish, monitor, report, and analyze annual measures to determine the success rate for academic and instructional programs (alternative, special education, gifted education, career technical education, dual enrollment, advanced placement, distance education, ESL programs, etc) and for co-curricular and extracurricular programs.</p> <p>4.1.3 Achieve and maintain accreditation for all schools and the system using AdvancEd standards and procedures.</p> <p>4.1.4 Successfully fulfill requirements of audits, comprehensive monitoring, and reviews by applicable state, local, and federal agencies.</p>		<p>4.1.5 Publish and communicate using all possible media and venues accountability, achievement and financial data of individual schools and the school system as a whole.</p> <p>4.1.6 Communicate appropriate data reports and information about progress toward system goals through system publications, the website, and through community media/public information systems.</p>		<p>4.1.7 Recognize and reward student, employee, school and system achievements in citizenship education, academic and/or job performance, character education, wellness education, and civic engagement.</p> <p>4.1.8 Establish recognition and reward programs to celebrate improvements in school climate, safety and security, and discipline.</p>
				<p>4.1.9 Collect and analyze data to determine progress toward accomplishment of Part 4, Goals 4.1 and 4.2.</p> <p>4.1.10 Modify programs and practices as needed.</p>
				

**Part 4: Using Results for Continuous Improvement (continued)**  
 (Action Steps initiated in one year continue in subsequent years until goals are accomplished)

**Goals 4.1 and 4.2 (continued)**

<b>Action Steps 2013-2014</b>	<b>Action Steps 2014-2015</b>	<b>Action Steps 2015-2016</b>	<b>Action Steps 2016-2017</b>	<b>Action Steps 2017-2018</b>
<p>4.2.1 Conduct orientation/training sessions annually for faculty and staff on the strategic plan, continuous improvement plans, and to guide decision making and planning. Include parent and community orientation and training sessions to communicate the strategic plan, its implementation, goal accomplishments, and school system achievement results.</p> <p>4.2.2 Engage technical assistance and/or consulting agency assistance as needed to evaluate and provide guidance for the implementation, training, reporting, and assessment of the strategic plan.</p> <p>4.2.3 Identify data points and benchmark measures to summarize and communicate accomplishments toward goals, annual progress, and accountability status using established timelines under PLAN 2020, including</p> <ul style="list-style-type: none"> <li>• Improved student and employee attendance</li> <li>• Improved graduation rates</li> <li>• Decreased disciplinary infractions, suspensions, expulsions</li> <li>• Improved student achievement measured on formal assessments (ACT Aspire, ACT, EXPLORE, PLAN, end of course tests, etc.)</li> <li>• Decreased course failures, student retentions</li> <li>• Increased enrollment in AP or advanced courses, increase in scholarship awards</li> <li>• Decreased need for post-secondary remediation</li> <li>• Decreased drop-out rate</li> <li>• Increased numbers of students meeting standards of college and career-readiness</li> </ul>	<p>4.2.4 Implement and monitor system and school decision-making practices to ensure that all efforts are collaborative, data-informed, results-oriented and focused on student success.</p> <p>4.2.5 Collect, analyze and communicate data for all programs and initiatives to determine strengths, weaknesses, needed revisions or new strategies to meet all SDE program compliance standards, to maintain system accreditation, and to achieve highest accountability ratings.</p> <p>4.2.6 Use survey data, employee and stakeholder feedback, and school climate surveys to monitor, measure and report changes in school climate, employee satisfaction, and stakeholder perceptions of school system programs and performance.</p>	<p>4.2.7 Establish a plan for involvement of community, parents, staff, and other appropriate stakeholder representatives in subsequent strategic plan process.</p>	<p>4.2.8 Schedule activities/meetings, correspondence, and communication to allow for revisions and recommendations to be prepared prior to the expiration of the current five-year plan.</p> <p>4.2.9 Prepare preliminary budgets, schedules, and activities necessary for development of subsequent strategic plan.</p>	<p>4.2.10 Implement strategic planning for the next five-year cycle.</p>