



STRATEGIC PLAN

ADOPTED

NOVEMBER 17, 2015

SATSUMA CITY SCHOOLS

STRATEGIC PLANNING – PUBLIC RELATIONS/COMMUNICATION TEAM
ANNUAL TIMELINE REPORT

Team Members: Holly Reynolds, Suzanne Bahr, Tiffany Miller, Corey Blake, & Marcelinia Sumerlin



GOAL 1 OF 3

GOAL: Establish strategic rebranding initiative.

TIMELINE: As of 10/15/2015

Project	Status	Target Date	Person(s) Responsible	Action Items
Establish System Wide Consistent Logo	Pending Approval	Upon Completion of Review	Joel Tate, Joe Walters, Brenda Sharp, Josh Verkouille, Sarah Finley	<ul style="list-style-type: none"> High school art class can be involved in conceptualization of future logo Consult graphic designers and advertising agencies, including Balfour Develop cost analysis and project timeline for implementation of system wide logo Determine funding source Make recommendation to school board
Establish style guide	Pending Approval	Upon Completion of Review	School Board, Dr. Walters, Brenda Sharp, Josh Verkouille	<ul style="list-style-type: none"> Create a style guide for acceptable use of new logo

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GOAL 2 OF 3

GOAL: Mass external marketing and brand awareness to surrounding communities.

TIMELINE: As of 10/15/2015

Project	Status	Target Date	Person(s) Responsible	Action Items
Creation of a Marketing Video	Pending Approval	Spring 2016	Creative Marketing Team, Marcelinia Sumerlin	<ul style="list-style-type: none"> Creation of 2 school videos and 1 district video, approximate length of videos 1-2 minutes Coordinate with staff to video lessons and activities in classrooms Collaborate to create marketing videos to promote the Satsuma City School System
Static Marketing Campaign	Pending Approval	Spring 2016	Creative Marketing Team, Marcelinia Sumerlin	<ul style="list-style-type: none"> Develop 8-10 separate static ads
Update Elementary School Signage	Pending Approval	Summer 2016	Brenda Sharp, Deborah Reynolds, Dr. Joe Walters, School Board	<ul style="list-style-type: none"> Determine price and design of new sign to reflect current use of building
Assign Student Ambassadors	Pending Approval	Spring 2016	Melissa Blake, Cynthia Hill, Cathy Taylor, Amanda Lloyd	<ul style="list-style-type: none"> Nominate students to represent each extracurricular activity group to disseminate information to the public Determine logistics of allowing students to post on social media outlets on school's behalf
Develop Strategic Partnerships with Surrounding Colleges	Pending Approval	Spring 2016	S. Cochran, S. Fuller, K. Rawls, L. Lewis, B. Powell, K. Yates, Mr. B. Threadgill, S. Shady, J. Thomas, A. Smith	<ul style="list-style-type: none"> Invite college representatives to Senior Project Board Night, April 22, 2016. Organize and host athletic and extracurricular camps with university representatives.

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GOAL 3 OF 3

GOAL: Develop public relations skills among faculty and students.

TIMELINE: As of 4/8/14

Project	Status	Target Date	Person(s) Responsible	Action Items
Explore Framework for Student Led Marketing	Review in progress	Upon Completion of Review	Brenda Sharp, Melissa Blake, Cynthia Hill, Steve Cochran	<ul style="list-style-type: none"> After final review of www.weknow.cc Decatur City Schools, formulate a list of questions for a Decatur panel of experts. (Questions should be related to implementing a similar student led marketing approach in our district)
Incorporate Marketing and Communication into existing Curriculum	Ongoing	Fall 2016	Jana Hoggle, Amanda Lloyd, Amanda Shaw, Melissa Blake	<ul style="list-style-type: none"> Use newly formed journalism class to reestablish and publish print and online versions of Gator Gazette student newspaper. Use newly formed media/technology lab elective to create Gator News Crew. Installation of closed circuit televisions in elementary classrooms by January 2016

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STRATEGIC PLANNING – CURRICULUM TEAM
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GOAL 1 OF 3

GOAL: Students will achieve at increasingly higher levels.

TIMELINE: As of 11/13/2015

Project	Measurable Goal	Status	Target Date	Person(s) Responsible	Action Items
K-12 teachers will implement College- and Career-Ready Standards as developed by the Alabama State Department of Education.	Grades K-12 proficient students will increase by five percentage points on summative assessments: *STAR Reading & Math (spring to spring longitudinal data) *ACT Aspire and ACT+ (year to year data).	In Process	August 2017	Brenda Sharp, Debra Reynolds, Gina McClure, Jennifer Middleton, Josh Verkouille, Steve Cochran, Ashlee Smith K-12 Teachers	<ul style="list-style-type: none"> • 100% of grade K-6 grade level teams use ALSDE Courses of Study and Curriculum Alignment Document to develop quarterly CCRS aligned instruction and assessment plans as evidenced by Nine-Week Plans on file in the Evidence Box. • 100% of grade 7-12 content area teams use ALSDE Courses of Study to develop Syllabi aligned to CCRS as evidenced by Syllabi on file in the Evidence Box. • 100% of grade K-12 teachers implement instruction aligned to ALSDE Course of Study standards as evidenced by classroom observation data. • 100% of grade K-12 teachers develop and administer common formative assessments aligned to CCR standards (K-6 Reading and Math by quarter; 7-12 Core Subjects by semester) as evidenced by common assessments on file in the Evidence Box. • 100% of grade K-12 teachers will analyze and use common formative assessment data to guide instruction as evidenced by collaborative planning agendas on file in the Evidence Box.

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GOAL 1 OF 3 (CONTINUED)

GOAL: Students will achieve at increasingly higher levels.

TIMELINE: As of 11/13/2015

Project	Measurable Goal	Status	Target Date	Person(s) Responsible	Action Items
K-12 teachers will implement essential elements of Response to Instruction (RTI).	During a school calendar year, Grades K-12 students who fail an ELA or Math course will not exceed 5% per grade level or course.	In Process	August 2017	Brenda Sharp, Debra Reynolds, Gina McClure, Jennifer Middleton, Jessica Coleman, Josh Verkouille, Steve Cochran, Ashlee Smith, Susan Rowell, Tiffany Denney K-12 Teachers	<ul style="list-style-type: none"> • 100% of grade K-12 teachers will implement the protocol for universal screening in Math and Reading (Tier I) as evidenced by student participation in the STAR Reading and Math fall testing session. • 100% of grade K-12 teachers will analyze assessment data to inform planning for individual learners and classes (Tier I) as evidenced by collaborative planning agendas on file in the Evidence Box. • 100% of grade K-12 teachers will provide quality core instruction by demonstrating best practices (e.g., differentiated instruction, formative assessments, student engagement, inquiry-based learning, project-based learning, technology integration, classroom management, etc.) to maximize learning for all students (Tier I) as evidenced by classroom observation data. • 100% of grade K-12 teachers assess student progress using a variety of formal and informal assessments (Tier I) as evidenced by classroom observation data and classroom assessment data in Chalkable. • 100% of grade K-12 teachers will use appropriate research-based instructional strategies to deliver interventions for math and reading (Tier II) as evidenced by classroom intervention logs and/or classroom observation data. • 100% of grade K-6 and grade 7-12 Problem-Solving Teams (PST) will guide the development and implementation of student intervention plans (Tier III) as evidenced by PST documentation. • 100% of grade K-12 teachers will implement PST intervention plans, document student progress, and communicate progress to parents (Tier III) as evidenced by PST documentation.

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GOAL 1 OF 3 (CONTINUED)

GOAL: Students will achieve at increasingly higher levels.

TIMELINE: As of 11/13/2015

Project	Measurable Goal	Status	Target Date	Person(s) Responsible	Action Items
100% of K-12 teachers will implement hands-on science lab experiences.	Grades 3-12 proficient students will increase by five percentage points on summative science assessments ACT Aspire and ACT+ (year to year data).	In Process	August 2018	Dr. Joe Walters, Jana Hoggle, Brenda Sharp, Debra Reynolds, Amanda Shaw, Josh Verkouille, Steve Cochran, Ashlee Smith K-12 Science Teachers	<ul style="list-style-type: none"> • 100% of grade K-12 science lead teachers (assigned by administrators) will attend ALSDE CCRS training sessions as evidenced by Central Office professional development records. • 100% of grade K-12 science teachers will build awareness of ALSDE 2015 Science standards as evidenced by collaborative planning agendas on file in the Evidence Box. • 100% of K-12 science teachers will implement hands-on lab experiences aligned to ALSDE 2015 Science standards as evidenced by classroom observation data (beginning August 2016 – First Implementation Year). • Employ a K-6 science lab facilitator to provide and support standards-based and extended learning opportunities for students as evidenced by a record of class offerings, weekly science lab schedules, and/or classroom observation data. • The K-6 science lab facilitator will implement the <i>Future Cities</i> curriculum as an elective in grade 6 as evidenced by a record of class offerings, weekly science lab schedules, and/or classroom observation data. • The K-6 science lab facilitator and administrators will collaborate with Lab Learners to support the development of a science lab curriculum aligned to K-6 ALSDE Science standards as evidenced by a record of communications and meetings.

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GOAL 1 OF 3 (CONTINUED)

GOAL: Students will achieve at increasingly higher levels.

TIMELINE: As of 11/13/2015

Project	Measurable Goal	Status	Target Date	Person(s) Responsible	Action Items
Increase percent of college credits earned by students in dual enrollment courses.	The number of college credits earned by students will increase by five percentage points.	In Process	August 2017	Josh Verkouille, Steve Cochran, Ashlee Smith, Susan Rowell	<ul style="list-style-type: none"> Engage speakers to present SHS dual enrollment opportunities to parents and students (ongoing). Create partnerships with local colleges and universities (in place; ongoing). Explore dual enrollment electives tied to students' 4-year plan (in place; ongoing).
Increase percent of college credits earned by students in Advanced Placement courses.	The number of college credits earned by students taking Advanced Placement courses will increase by five percentage points.	In Process	August 2017	Josh Verkouille, Steve Cochran, Ashlee Smith, Susan Rowell AP Teachers	<ul style="list-style-type: none"> Continue implementation A+ Advanced Placement grant. Provide student incentives for AP college credit.
Increase the number of students enrolled in ACCESS courses.	The number of college credits earned by students enrolled in ACCESS courses will increase by five percentage points.	In Process	August 2017	Josh Verkouille, Steve Cochran, Ashlee Smith, Susan Rowell, Cynthia Hill	<ul style="list-style-type: none"> SHS counselors and principal participate in ACCESS training. Continue to provide ACCESS course list to SHS students prior to scheduling elective courses. Continue to facilitate scheduling to allow SHS students more elective choices.

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GOAL 2 OF 3

GOAL: Increase technological resources and support for all students, staff, and administration.

TIMELINE: As of 11/13/2015

Project	Measurable Goal	Status	Target Date	Person(s) Responsible	Action Items
Implement a 1:1 initiative in grades K-12.	100% of students will have access to digital devices.	Pending	January 2018	Dr. Joe Walters, Jana Hogle, Brenda Sharp, Josh Verkouille	<ul style="list-style-type: none"> • Determine components necessary for 1:1 environment by January 2017. • Determine implementation stages by January 2017. • Seek funding for initial and replacement cycle by January 2017.
Upgrade existing infrastructure to support 1:1 initiative	100% of students will have wireless access when using digital devices.	Pending	August 2017	Dr. Joe Walters, Jana Hogle	<ul style="list-style-type: none"> • Replace switches, cabling, wireless access, and servers by February 2016.

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GOAL 3 OF 3

GOAL: Develop working partnerships between the school community, parents, and the business community for enhancing student preparedness.

TIMELINE: As of 11/13/2015

Project	Measurable Goal	Status	Target Date	Person(s) Responsible	Action Items
Offer diploma options to decrease dropout rate.	The number of students graduating will increase by 2.5%.	In Process	August 2017	Dr. Joe Walters, Jana Hoggle, Dana Price, Josh Verkouille, Ashlee Smith, Susan Rowell	<ul style="list-style-type: none"> • Provide college and career counseling to ensure students' needs are met. • Implement a virtual course option
Establish business partnerships to expose students to a variety of career fields.	**See action items	In Process	August 2017	Dr. Joe Walters, Jana Hoggle, Dana Price, Josh Verkouille, Ashlee Smith, Susan Rowell, Career Coach	<ul style="list-style-type: none"> • A business partner will visit at least one time per quarter with students and/or teachers. • Collaborate with SAWDC to increase the number of business partnerships. • 100% of grade 8 students will participate in the Worlds of Opportunity career fair. • Career Coach will present to students college and career programs and activities at least one time per month.
Create a method of sharing career planning options with community and business stakeholders.	**See action items	In Process	August 2017	Dr. Joe Walters, Jana Hoggle, Dana Price, Josh Verkouille, Ashlee Smith, Susan Rowell, Career Coach	<ul style="list-style-type: none"> • Provide career planning professional development for staff members one time during the school year. • Career coach will schedule career planning opportunities for students and parents with local business and industry based on student interests. • Career Coach will provide prospective students with information regarding the current job market trends in career choices as information is made available.

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STRATEGIC PLANNING – LEADERSHIP TEAM
ANNUAL TIMELINE REPORT

Team Members: Jana Hoggle, Jami Tucker, Brandi Anderson, Brent Rawson, Dr. Kathy Sellers, and Debra Reynolds



GOAL 1 OF 3

GOAL: Foster a collaborative culture to support educator development and student learning.

TIMELINE: As of 9/15/2015

Project	Status	Target Date	Person(s) Responsible	Action Items
Develop a cadre of teachers who have a deep understanding and commitment to the vision of the school system	Ongoing	May 2017	Dr. Joe Walters, Jana Hoggle, Brenda Sharp, Josh Verkouille Teacher leadership teams	<ul style="list-style-type: none"> Department heads and grade level chairs will facilitate and schedule vertical team meetings, as documented by sign in sheets and agendas. District wide vertical team meetings will be held on scheduled Professional Development days, as documented by sign in sheets and agendas. Teacher focus groups will be established to meet with administrators monthly to discuss concerns and successes, as documented by sign in sheets and agendas. Administrative staff meetings will be used to deeply examine curriculum issues and alignment with the system vision, as documented by sign in sheets and agendas.
Allow teachers to observe best practices within the district and outside of the district	Beginning	January 2016	Dr. Kathy Sellers, Jana Hoggle, Josh Verkouille, Brenda Sharp	<ul style="list-style-type: none"> Collaborate with SARIC (South Alabama Research and Inservice Center) to schedule out of district observations in the areas outlined for improvement in each school's Continuous Improvement Plan. A minimum of 10% of teachers will attend out of district observations. Principals will assign mentor teachers to 100% of new teachers. Mentor teachers will observe new teachers and make best practices recommendations for future classroom observations. New teachers will observe mentor teacher lessons and classroom instruction a minimum of twice per school year.

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GOAL 1 OF 3 (CONTINUED)

GOAL: Foster a collaborative culture to support educator development and student learning.

TIMELINE: As of 9/15/2015

Project	Status	Target Date	Person(s) Responsible	Action Items
Create leadership opportunities for teachers within and outside of the school and district that allow teachers the opportunity to assess and develop their own leadership skills.	Beginning	May 2017	Brenda Sharp, Josh Verkouille, Jana Hoggle Teachers	<ul style="list-style-type: none"> • Twenty percent of teachers will make presentations on best practices to either their local peers or at conferences. • Assign 100% of teachers to local committees that foster leadership skills. • Create a path for teachers to follow – teacher, mentor teacher, master teacher – based on a locally developed teacher evaluation system. Evaluation system will be submitted for approval by the State Department of Education. • Explore options for teachers achieving National Board Teacher Certification.
Create leadership opportunities for students within and outside of the school and district	Beginning	May 2017	Brenda Sharp, Josh Verkouille Classroom teachers	<ul style="list-style-type: none"> • Establish a leadership curriculum for K-12 students. Leadership curriculum will be submitted for approval. • Explore additional clubs at each school with leadership roles for students. (chess club, math club, elementary SGA, etc.) A minimum of two new clubs will be created.

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GOAL 2 OF 3

GOAL: Promote professional learning for continuous improvement.

TIMELINE: As of 9/15/2015

Project	Status	Target Date	Person(s) Responsible	Action Items
Implement targeted book studies at the elementary and high school level that promote teacher and student leadership	Ongoing	May 2016	Josh Verkouille and Brenda Sharp	<ul style="list-style-type: none"> • <i>The Leader in Me</i> (K-6 Book Study), as documented by sign sheets and agendas. • <i>Understanding by Design</i> (7-12 Book Study) implementation in 2017, as documented by sign sheets and agendas. • <i>The Leader in Me</i> (7-12 Book Study) moved to Satsuma High School in 2017, as documented by sign sheets and agendas. • <i>The Leader in Me</i> implementation at Robert E. Lee Elementary in 2017, as documented by sign sheets and agendas.
Implement Google education professional development for teachers	Ongoing	May 2016	Jana Hoggle, Brenda Sharp, Josh Verkouille Teachers	<ul style="list-style-type: none"> • A minimum of five percent of teachers will complete Google Educator 1 and 2 certifications prior to the end of the school year for 2015-2016 to prepare for a future 1:1 environment. • Teachers completing both certifications will be rewarded with attendance at the Alabama Education Technology Conference in June of 2016. • Google teachers will act as mentors and provide additional training to faculty and staff, professional development training will be scheduled.

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GOAL 2 OF 3 (CONTINUED)

GOAL: Promote professional learning for continuous improvement.

TIMELINE: As of 9/15/2015

Project	Status	Target Date	Person(s) Responsible	Action Items
Promote attendance at professional learning conferences	Ongoing	September 2015	Dr. Joe Walters, Josh Verkouille, Brenda Sharp, and Jana Hoggle	<ul style="list-style-type: none"> Sponsorships and/or scholarships will be sought for national conference attendance. (i.e. DuPont sponsoring high school teacher attendance at the National Science Teachers Association, and for attendance at the International Society of Technology Education conference.) One teacher in each vertical team will join a professional organization and attend subject level conferences. The teacher will then disseminate information to the rest of the vertical team. 100% of Principals and administrators will attend CLAS conferences to continue leadership growth.

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GOAL 3 OF 3

GOAL: Redefine roles in the classroom, creating learning environments that foster student leaders who are capable of critical thinking, and are able to direct their own learning using inquiry based methods.

TIMELINE: As of 9/15/2015

Project	Status	Target Date	Person(s) Responsible	Action Items
Provide professional development opportunities on inquiry based strategies	Ongoing	May 2016	Dr. Joe Walters, Jana Hoggle, Josh Verkouille, Brenda Sharp, and Dr. Kathy Sellers Teachers	<ul style="list-style-type: none"> SARIC will sponsor substitutes for science teachers at Satsuma City Schools attending CCRS (College and Career Ready Standards) training that concentrates on inquiry-based strategies in Science, as documented by sign in sheets and agendas. SARIC will organize inquiry based best practice observations in other school systems, a minimum of 10% of teachers will attend. 100% of teachers will choose between the following options and must complete one option prior to May 1, 2016 on scheduled PD days. <ul style="list-style-type: none"> Student-Driven Learning (Edivate) AND Project Based Learning (Edivate) AND Submit a reflective summary showing plans for implementation in the classroom OR Elearning EDU6631: Designing Blended Learning Submit a reflective summary showing plans for implementation in the classroom

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GOAL 3 OF 3 (CONTINUED)

GOAL: Redefine roles in the classroom, creating learning environments that foster student leaders who are capable of critical thinking, and are able to direct their own learning using inquiry based methods.

TIMELINE: As of 9/15/2015

Project	Status	Target Date	Person(s) Responsible	Action Items
Create an environment of inquiry at both the elementary and high school levels	Ongoing	May, 2016	Josh Verkouille, Brenda Sharp, and Jana Hoggle Teachers	<ul style="list-style-type: none"> • Incorporate STEM (Science, Technology, Engineering, and Math) activities in schools that foster inquiry based learning, through the implementation of the STEM lab. • Continue to foster a relationship with Alabama Science in Motion at Satsuma High School and send untrained science teachers to Alabama Science in Motion training sessions, as documented through sign in sheets and agendas. • 100% of Administrators will be trained on IBL (Inquiry Based Learning) through Edivate (By May 1, 2016) (Leadership: Sustaining Innovation). • Create student focus groups to meet with principals on a monthly basis for feedback on classroom instruction, as documented by sign in sheets and agendas. • Implement Future City engineering design process for 6th grade students in year 1 and explore the feasibility of moving the process to 7th and 8th grade in 2017. Students will participate in Future City engineering design process and competition.