OPP CITY SCHOOLS
We Build the Future

**Opp City School System
Strategic Plan 2014-2019**

Opp City School Board Members
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Opp City School System Strategic Plan
2014-2019

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Opp City School System Strategic Plan 2014-2019
Organization of the Strategic Plan and Implementation Guidelines

The Five-Year Strategic Plan for the Opp 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: Collaboration, Communication, and Continuous Improvement

Within these sections of the Strategic Plan, the Opp 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 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 is developed to guide the Opp City Schools as it seeks to provide excellent education for all students in 2014-2019.   The total number of participants in the planning process was 342 through surveys, a community forum, and steering committee meetings.

By the approval and adoption of this Strategic Plan, the Opp 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

Susan Culverhouse	Lance Sasser	Janay Wyatt
Jason Cain	Jason Bryan	Lex Colquett
Paige Barnett	Heather Gafford	Aaron Hightower
Shawn Short	Todd Fleming	Kenya Martin
Sharon Spurlin	Melissa Mims	Brett Kinsaul
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Opp City School System Strategic Plan
2014-2019
Purpose and Direction

Our Mission

Opp City Schools builds the future by preparing college- and career-ready graduates for life long learning and continued success.

Beliefs

- High expectations and high performance standards are necessary to achieve goals and to expand opportunities for all.
- Education is a shared responsibility of families, school, and the community.
- Safe, innovative, student-centered schools are necessary for success.
- Leaders, teachers, and staff that are well-prepared, well-resourced and, supported are essential for effective schools.
- Rigorous, relevant curriculum delivered through effective instruction maximizes student achievement.
- Effective schools operate with equity, accountability, and fiscal responsibility.
- Successful schools inspire trust, invite collaboration, and promote continuous improvement.

Opp City School System Strategic Plan
2014-2019
Summary of Goals and Strategies

Part 1: Governance and Leadership	
Goal 1.1:	**Provide qualified, effective innovative Board of Education members**.
Strategies:	1. Develop highly qualified, committed, dedicated and effective Board of Education members.
	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.
	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.
	4. Encourage and recognize continuing education, participation in leadership development programs, and attainment of credentials of distinction by Board members.
	5. Encourage 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.
	6. Establish and implement an effective program of Board evaluation and Board member self-evaluation of performance, practices, and programs.
Goal 1.2:	**Provide qualified, effective, innovative system and school leaders.**
Strategies:	1. Recruit, employ, develop and retain highly qualified, effective, innovative administrators at the school and system level.
	2. Provide on-going, effective, high quality professional development for the Superintendent and system level administrators and school leaders.
	3. Encourage and recognize continuing education, participation in leadership development programs, and attainment or maintenance of credentials of distinction by school and system level administrators.
	4. Encourage and recognize 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, principals, assistant principals or other employees for possible future system level leadership.
	6. Implement effective system level administrator evaluation systems that result in improved performance, on-going formative professional development plans, and personal goal attainment.

Goal 1.3:	**Provide opportunities and programs to involve students, parents, and community members in collaborative efforts to improve school system governance.**
Strategies:	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.
	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.
	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.)
	4. Collect and analyze public comments, suggestions, ideas and concerns about school system governance through surveys, website submissions, correspondence, meetings, and forums.

Part 2: Teaching and Assessing for Learning

Goal 2.1:	**Provide meaningful, rigorous, relevant, high quality instruction to meet the needs of all students.**
Strategies:	1. Ensure that course content, course offerings, and aligned curriculum enable student success during and after preK-12 education, for college-bound and career-bound students.
	2. Ensure appropriate, engaging, research-based, and evidence-based 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 enhanced alternative education programs.
Goal 2.2:	**Improve student achievement so that all schools continue to reach yearly learning goals and so that annual progress is made toward the target graduation rate of 100%.**
Strategies:	1. Develop and implement successful continuous improvement plans at all schools to improve student achievement among all sub-groups and at all grade levels.
	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.).
	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.
	4.	Identify and implement research-based, evidence-based, effective instructional strategies that provide varied, engaging and successful learning experiences for all students.
	5.	Identify and implement programs and practices so that schools meet or exceed established criteria and timelines for annual learning measures and are identified as effective, successful schools.
Goal 2.3:		**Provide highly qualified, highly effective personnel to meet the needs of the instructional program.**
Strategies:	1.	Recruit, employ, develop and retain highly qualified, effective teachers and instructional support personnel.
	2.	Ensure effective pupil-staff ratios and class sizes at all schools.
	3.	Encourage and recognize outstanding instruction and employee accomplishments.
	4.	Ensure effective employee evaluation systems that result in improved performance, on-going professional development, and high quality employee training programs
	5.	Encourage and recognize continuing education, National Board Certification, and attainment of credentials of distinction by instructional staff.
	6.	Encourage and recognize continuing education, distinguished certification, and the achievement of higher skill levels by support staff.
Goal 2.4:		**Effectively collect, analyze, and use student achievement data for improved teaching and learning.**
Strategies:	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.
	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.
	3.	Provide high quality professional development for teachers, instructional staff, and administrators on the effective use of data for instructional planning.
	4.	Regularly monitor, evaluate and report student achievement data and its use in individual school continuous improvement plans and by other appropriate means.

	Part 3: Facilities, Resources and Support Systems
Goal 3.1:	**Maintain safe and secure learning environments throughout the school system.**
Strategies:	1. Provide safe, secure, inviting, supportive and technology-rich school environments throughout the school system.
	2. Reduce school discipline incidents, suspensions, and expulsions through research-based and evidence-based practices.
	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.).
	4. Consistently communicate and implement an effective, comprehensive system wide code of student conduct with appropriate consequences for disciplinary infractions.
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.**
Strategies:	1. Make the best use of current facilities and plan future facilities to enhance student achievement and maximize learning opportunities for all students.
	2. Provide effective maintenance of all buildings, systems, grounds and equipment.
	3. Establish, implement and communicate objective criteria for prioritizing facilities renovations, construction, additions, and locations.
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.**
Strategies:	1. Increase access and use of technology resources and improve system technology infrastructure.
	2. Expand effective uses of technology by employees and students through on-going professional development and the implementation of effective technology instruction.
	3. Enhance and expand the use of technology and other resources to improve internal and external communication and exchange of information.
Goal 3.4:	**Effectively collect, analyze and use attendance, discipline, and participation data to improve student achievement and school climate.**
Strategies:	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.
	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.

	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.
	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.
	5. Implement and monitor effective programs of guidance counseling, social support services, building problem-solving teams, and special education programs to maximize student success, to improve attendance, discipline, and student achievement, and to contribute to positive school climate.
Goal 3.5	**Effectively collect, analyze and use financial, demographic, and resource use data to inform and guide fiscal decision-making and planning.**
Strategies:	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, to meet or exceed all auditing/reporting requirements, and to maintain adequate financial reserves.
	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.
	3. Develop, implement and maintain reliable financial, demographic, resource, and needs assessment data to support effective long-range facilities and instructional program planning.
	4. Establish new and maintain current relationships with the school system foundation and other potential supportive partners to maximize financial resources to support current and future operations, programs, and achievements.
Goal 3.6:	**Provide and maintain efficient and effective transportation, health/wellness, and nutrition services to support high quality instruction and student achievement.**
Strategies:	1. Provide safe, efficient, and equitable transportation services to all students.
	2. Provide effective health education 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.

Part 4: Collaboration, Communication and Continuous Improvement	
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.**
Strategies:	1. Analyze, monitor, and evaluate all school and system continuous improvement plans at least annually and according to benchmarks identified in the plans.
	2. Achieve and maintain system accreditation, utilizing the accreditation monitoring and reporting processes to promote and achieve continuous improvement toward system and school goals.
	3. Engage in regular orientation and training for school system personnel in the effective use of continuous improvement and accreditation plans.
	4. Publish progress toward and accomplishment of school system goals, objectives, and continuous improvement plans.
Goal 4.2:	**Effectively 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.**
Strategies:	1. Include appropriate student achievement, school climate, financial, and participation data reports in school system newsletters, handbooks, website listings, correspondence, and publications.
	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.
	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.
	4. Continue current and implement new technologies to effectively communicate school system information, accomplishments, and needs using websites, social media, list serves, data dashboards, and other emerging media.
Goal 4.3:	**Establish, maintain and expand collaborative relationships with families, post-secondary institutions, business-industry groups and the community to maximize student success.**
Strategies:	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.
	2. Establish and/or maintain advisory groups, councils, cooperative associations, booster clubs, and school support groups to provide input, feedback, and ideas for improving programs and system operations.

	3. Regularly collect, analyze, and disseminate summary information to system stakeholders on system accomplishments, benchmarks, needs, standards, and goals for system improvement.
	4. Maintain current and establish expanded programs of service learning, mentorships, cooperative education, internships, and community-based learning.
	5. Establish and maintain effective relationships with workforce development agencies and area employers to inform instructional decision-making.

Opp City School System Strategic Plan 2014-2019
Goals and Strategies with Suggested Action Steps

Part 1: Governance and Leadership
(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

Goal 1.1:	**Provide qualified, effective innovative Board of Education members.**
Strategies:	1. Develop highly qualified, committed, dedicated, and effective Board of Education members.
	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, evidence-based practices for improving student achievement and effective Board operations.
	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.
	4. Encourage and recognize continuing education, participation in leadership development programs, and attainment of credentials of distinction by Board members.
	5. Encourage 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.
	6. Establish and implement an effective program of Board evaluation and Board member self-evaluation of performance, practices, and programs.

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
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. 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. 1.1.3 Continue established process of periodic review, revision, and updating of Board policies. 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,	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. 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.	1.1.7 Collect and analyze evidence of plan implementation, goal attainment, and activities completed. 1.1.8 Report at least annually on progress toward goals related to effectiveness of Board of Education members.		

	and recognition events at appropriate times throughout the year to include Board Appreciation Week and other established state or local celebrations or commemorative events.				

Goal 1.2:	**Provide qualified, effective, innovative system and school leaders.**
Strategies:	1. Recruit, employ, develop, and retain highly qualified, effective, innovative administrators at the system and school levels.
	2. Provide on-going, effective, high quality professional development for the Superintendent and system level administrators and school leaders.
	3. Encourage and recognize continuing education, participation in leadership development programs, and attainment or maintenance of credentials of distinction by system level administrators and school leaders.
	4. Encourage and recognize 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, principals, assistant principals or other employees for possible future system leadership.
	6. Implement effective system land school administrator evaluation systems that result in improved performance, on-going formative professional development plans, and personal goal setting and goal attainment.

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
1.2.1 Identify and implement effective practices for recruiting and retaining highly qualified, effective, innovative administrators at the system level and for schools.

1.2.2 Review 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.

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 administrative leadership.

1.2.4 Establish recognition system and record keeping to document administrator continuing education, participation in training, attendance and participation in community events, nominations for awards/credentials, and awards received. Schedule presentations, nominations, and | 1.2. 8 Revise as needed recruiting practices, job descriptions, assignment of responsibilities, and salary schedules to maintain effective leaders at the system and school levels.

1.2.9 Provide opportunities for system 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.

1.2.10 Budget sufficient time and fiscal resources to implement effective professional development programs for system administrators. Select professional development activities based on formative data from administrator evaluations, on | 1.2.13 Collect and analyze evidence of plan implementation, goal attainment, and activities completed.

1.2.14 Report at least annually on progress toward goals for Part 1, Goal 1.2. | ⟶

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recognition events at appropriate times throughout the year to include American Education Week and other established state or local celebrations or commemorative events.	student achievement data, and on relevant system performance indicators.			
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. 1.2.6 Encourage 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. 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.	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. 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.			

Goal 1.3:	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.				
Strategies:	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.				
	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.				
	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.)				
	4. Collect and analyze public comments, suggestions, ideas, and concerns about school system governance through surveys, website submissions, correspondence, meetings, and forums.				

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
1.3.1 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. 1.3.2 Maintain and disseminate appropriate minutes, schedules, reports, and documentation of committees, support organizations, community partnerships, and collaborative agreements. 1.3.3 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. 1.3.4 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.	1.3.5 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. 1.3.6 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.	1.3.7 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.	1.3.8 Collect and analyze evidence of plan implementation, goal attainment, and activities completed. 1.3.9 Report at least annually on progress toward goals for Part 1, Goal 1.4. ⟶	⟶

Part 2: Teaching and Assessing for Learning

(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.**
Strategies:	1. Ensure that course content, course offerings, and aligned curriculum enable student success during and after preK-12 education, for college-bound and career-bound students.
	2. Ensure appropriate, engaging, and evidence-based 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 enhanced alternative education programs.

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
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. 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. 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. 2.1.4 Implement effective career awareness and career training programs at all schools and in all grades.	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. 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. 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, PLAN, WorkKeys, EXPLORE, etc.).	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. 2.1.21 Identify needs and implement programs for early identification of and intervention for at-risk students. 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.	→	→

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
2.1.5 Align curriculum and course content with College-Career Readiness Standards, accreditation standards, and accountability standards. 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. 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. 2.1.8 Establish systematic procedures to analyze causes of and remedies for student retention, dropouts, course failures, and absenteeism. 2.1.9 Conduct follow-up studies of graduates, school leavers, and current students to determine program effectiveness, academic strengths, and curriculum gaps.	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. 2.1.14 Develop and implement procedures for monitoring instruction, measuring instructional effectiveness, and benchmark assessments for improving student achievement. 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. 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. 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. 2.1.18 Establish or continue effective programs to challenge and effectively engage high achieving and gifted students. 2.1.19 Strengthen and expand effective programs of guidance and counseling at all schools.	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. 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 21st century learning.	2.1.25 Identify, implement and monitor programs of effective health and wellness for students and employees. 2.1.26 Identify, implement and monitor effective career education, technical education and workplace skills development throughout the school system. 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.	2.1.28 Collect and analyze data to determine success. 2.1.29 Modify programs and practices as needed. 2.1.30 Report at least annually on progress toward goals for Part 2, Goal 2.1.

Part 2: Teaching and Assessing for Learning (continued)
(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

Goal 2.2:	**Improve student achievement so that all schools continue to reach yearly learning goals and so that annual progress is made toward the target graduation rate of 100%.**
Strategies:	1. Develop and implement successful continuous improvement plans at all schools to improve student achievement among all sub-groups and at all grade levels.
	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.).
	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.
	4. Identify and implement research-based, evidence-based, effective instructional strategies that provide varied, engaging and successful learning experiences for all students.
	5. Identify and implement programs and practices so that schools meet or exceed established criteria and timelines for annual learning measures and are identified as effective, successful schools.

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
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.

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. Implement effective, evidence-based practices to close achievement gaps between poverty and non-poverty students and between special education and non-special education students.

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. | 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.

2.2.6 Develop and implement procedures for monitoring instruction, measuring instructional effectiveness, and benchmark assessments for improving student achievement.

2.2.7 Monitor and report the effectiveness of all instructional programs and practices.

2.2.8 Develop and implement effective | 2.2.9 Align teaching/learning practices and content standards with current standards, post-secondary institution requirements and workforce development needs.

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.

2.2.11 Develop or continue strong, effective parent involvement and home/school cooperation programs to enhance family support for | 2.2.12 Collect and analyze data to determine success for Part 2, Goal 2.2.

2.2.13 Modify programs and practices as needed. | |

	strategies to reduce absences, discipline referrals, suspensions, retentions, and course failures to positively impact student achievement and graduation rates.	student achievement and to assist families with planning for students' post-secondary learning and career success.		
2.2.4 Enhance and improve guidance and counseling services to support career planning, college readiness, and student achievement.				

Goal 2.3:	**Provide highly qualified, highly effective personnel to meet the needs of the instructional program.**
Strategies:	**1.** Recruit, employ, develop and retain highly qualified, effective teachers and instructional support personnel.
	2. Ensure effective pupil-staff ratios and class sizes at all schools.
	3. Encourage and recognize outstanding instruction and employee accomplishments.
	4. Ensure effective employee evaluation systems that result in improved performance, on-going professional development, and high quality employee training programs
	5. Encourage, support, and recognize continuing education, National Board Certification, and attainment of credentials of distinction by instructional staff.
	6. Encourage, support and recognize continuing education, distinguished certification, and the achievement of higher skill levels by support staff.

Action Steps 2014-2015	**Action Steps 2015-2016**	**Action Steps 2016-2017**	**Action Steps 2017-2018**	**Action Steps 2018-2019**
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. 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. 2.3.3 Implement and monitor the effectiveness of all professional development and classified employee training programs. 2.3.4 Determine and implement effective pupil/staff ratios and class sizes for all programs at all schools. 2.3.5 Review and adjust salary schedules when financially feasible to maximize the	2.3.6 Assign personnel to create optimum learning and work environments according to state requirements and accreditation guidelines. 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. 2.3.8 Establish teacher mentoring, teacher leader, and collaborative professional development programs that support and expand effective instructional practices. 2.3.9 Enhance current and implement additional programs to recognize employee accomplishments, improvement, and goal attainment. 2.3.10 Use personnel evaluation results and student achievement data to create effective	2.3.11 Establish rewards and/or recognition programs that encourage continuing education, National Board Certification, and training accomplishments of personnel. 2.3.12 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.) 2.3.13 Implement or expand effective practices for shared-decision making, collaborative planning, and leadership development for all personnel. 2.3.14 Review and analyze job descriptions, non-teaching responsibilities, work schedules and duty assignments to increase effective utilization of all personnel to improve	2.3.15 Seek additional sources of stable and sufficient revenues to recruit retain and add additional highly qualified, skilled teachers and support staff as appropriate. 2.3.16 Collect and analyze data to determine progress toward accomplishment of Part 2, Goal 2.3. 2.3.17 Modify programs and practices as needed	⟶

system's ability to attract and retain effective teachers and support staff.	individual professional development plans to improve individual job performance, to increase student achievement, and to monitor progress toward system performance goals.	student achievement.		

Goal 2.4:	**Effectively collect, analyze, and use student achievement data for improved teaching and learning.**
Strategies:	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.
	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.
	3. Provide high quality professional development for teachers, instructional staff, and administrators on the effective use of data for instructional planning.
	4. Regularly monitor, evaluate and report student achievement data and its use in individual school continuous improvement plans and by other appropriate means.

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
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. 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. 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. 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.	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. 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. 2.4.7 Collect, analyze and effectively use graduate and school-leaver follow-up data to improve programs and student achievement. 2.4.8 Collect, analyze and effectively use feedback reports from post-secondary institutions and employers to increase student success after preK-12 schooling.	2.4.9 Modify programs and practices as needed based on student achievement and employee evaluation data. 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.	2.4.11 Collect and analyze data to determine progress toward accomplishment of Part 2, Goal 2.4. 2.4.12 Modify programs and practices as needed	⟶

Part 3: Facilities, Resources and Support Systems
(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

Goal 3.1:	**Maintain safe and secure learning environments throughout the school system.**
Strategies:	1. Provide safe, secure, inviting, supportive, and technology-rich school environments throughout the school system.
	2. Reduce school discipline incidents, suspensions and expulsions through research- and evidence-based practices..
	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.).
	4. Consistently communicate and implement an effective, comprehensive system wide code of student conduct with appropriate consequences for disciplinary infractions.

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
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. 3.1.2 Conduct, monitor and analyze the effectiveness of required trainings, drills, orientations and inspections for optimal student safety, security and wellness. 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.). 3.1.4 Implement effective programs of student discipline, classroom management, character education, guidance and counseling, and student supervision to reduce discipline incidents, suspensions and expulsions.	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. 3.1.7 Identify and implement effective. Research- and evidence-based practices for enhancing student peer relationships, student leadership development, citizenship, and character development. 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. 3.1.9 Monitor and analyze discipline data to determine the most effective intervention strategies and long-range solutions for disruptive students.	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. 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,	3.1.13 Involve parents and community partners in recognizing, rewarding and encouraging exemplary student conduct and improved academic and social success. 3.1.14 Implement effective instructional practices that engage learners and that create successful learning environments for all students. 3.1.15 Implement effective programs of parent involvement and parent education that foster cooperation and collaboration for improved student success.	3.1.16 Recognize and reward student, school and system achievements in citizenship education, character education, wellness education, and civic engagement. 3.1.17 Establish recognition and reward programs to celebrate improvements in school climate, safety and security, and discipline. 3.1.18 Collect and analyze data to determine progress toward accomplishment of Part 3, Goal 3.1. 3.1.19 Modify programs and practices as needed.

3.1.5 Annually revise and consistently implement a unified Code of Student Conduct for the school system.	3.1.10 Establish criteria by which to evaluate school environments as inviting, safe and secure; implement regular monitoring of compliance with standards.	wellness and student development programs.		

Goal 3.2:	**Provide and maintain facilities throughout the system using objective criteria to provide the most appropriate, safe, secure and attractive environments for all programs.**
Strategies:	1. Make the best use of current facilities and plan future facilities to enhance student achievement and maximize learning opportunities for all students.
	2. Provide effective maintenance of all buildings, systems, grounds and equipment.
	3. Establish, implement, and communicate objective criteria for prioritizing facilities renovations, construction, additions, and locations.

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
3.2.1 Analyze demographic data, economic trends, enrollment projections, and 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. 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. 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.	3.2.4 Implement effective systems of facilities and infrastructure maintenance, acquisition, replacement and modernization. 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.). 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. 3.2.7 Seek additional funding and prudently use existing financial resources to enable expansion, maintenance, and modernizing of facilities as needed.	3.2.8 Communicate facilities planning, renovations, and facilities use information clearly and thoroughly to all stakeholders in a timely manner. 3.2.9 Collect and analyze facilities use and efficiency data to determine future plans and best practices. 3.2.10 Monitor internal and external perceptions, concerns and suggestions related to facilities use, maintenance, operations, equity, establishing priorities, and planning.	3.2.11 Collect and analyze data to determine progress toward accomplishment of Part 3, Goal 3.2. 3.2.12 Modify programs and practices as needed	⟶

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.
Strategies:	1. Increase access and use of technology resources and improve system technology infrastructure.
	2. Expand effective uses of technology by employees and students through on-going professional development and the implementation of effective, evidence-based technology instruction.
	3. Enhance and expand the use of technology and other resources to improve internal and external communication and exchange of information.

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
3.3.1 Continue and enhance the implementation of the system technology plan. 3.3.2 Implement systems of effective evaluation and analysis of employee and student use of technology. 3.3.3 Gather and analyze data to determine equitable distribution of and access to technological and other system resources to support student achievement. 3.3.4 Assess the allocation of current technology positions and the need for future technology personnel for systems maintenance, training, and technology integration. 3.3.5 Provide opportunities for on-going, high quality professional development and support employee training for effective use of technology.	3.3.6 Determine goals, benchmarks and achievement standards for distance education and instructional technology programs. 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. 3.3.8 Engage in collaborative planning with post-secondary and industry/workforce development partners to update technology instruction and to expand 21st century learning skills to meet students' post-K-12 needs. 3.3.9 Implement effective technology-based systems of data management, financial management, human resource management and communications.	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.). 3.3.11 Periodically review and revise school system technology policies and practices as needed.	3.3.12 Collect and analyze technology use and efficiency data to determine future plans and best practices. 3.2.13 Collect data and report progress toward accomplishment of Part 3, Goal 3.3. 3.3.14 Modify programs and practices as needed.	

Goal 3.4	Effectively collect, analyze, and use attendance, discipline, and participation data to improve student achievement and school climate.
Strategies:	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.
	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.
	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, student leadership development, and instructional programs.
	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.
	5. Implement ad monitor effective programs of guidance counseling, social support services, building problem-solving teams, alternative education, and special education programs to improve attendance, discipline, and student achievement and to contribute to positive school climate.

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
3.4.1 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. 3.4.2 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. 3.4.3 Collect, analyze and effectively use graduate and school-leaver follow-up data to improve programs and student achievement, to decrease numbers of	3.4.5 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. 3.4.6 Identify, implement and monitor the effectiveness of successful character development, leadership development, and student motivation programs. 3.4.7 Monitor and evaluate the effectiveness of all extracurricular and co-curricular activities in promoting and	3.4.9 Modify programs and practices as needed based on attendance, participation, and discipline data and school climate indicators. . 3.4.10 Communicate appropriate data reports and information about progress toward system goals through system publications, the website, and through community media/public information systems.	3.4.11 Collect and analyze data to determine progress toward accomplishment of Part 3, Goal 3.4 3.4.12 Modify programs and practices as needed.	

students requiring remediation in post-secondary schooling, and to increase student success after k-12. 3.4.4 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.	enhancing student achievement and student engagement. 3.4.8 Regularly assess student and parent satisfaction, school climate, and community opinion to improve programs and services.			

Goal 3.5:	Effectively collect, analyze, and use financial, demographic, and resource use data to inform and guide fiscal decision-making and planning.
Strategies:	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, to meet or exceed all auditing/reporting and accountability requirements and to maintain adequate financial reserves.
	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.
	3. Develop, implement and maintain reliable financial, demographic, resource, and needs assessment data and inventory management practices to support effective long-range facilities and instructional program planning.
	4. Establish new and maintain current relationships with the school system foundation and other potential supportive partners to maximize financial resources to support current and future operations, programs, and achievements.

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
3.5.1 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. 3.5.2 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.	3.5.6 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. 3.5.7 Monitor and enhance availability of, access to and participation in instructional, co-curricular, and extracurricular programs, athletics, and school-related activities to effectively	3.5.10 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. 3.5.11 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	3.5.12 Collect and analyze data to determine progress toward accomplishment of Part 3, Goal 3.5. 3.5.13 Modify programs and practices as needed.	

3.5.3 Promote the passage of meaningful federal, state and local legislation to provide adequate and stable funding for preK-12 public schools in Alabama. 3.5.4 Collaborate with school system foundation and other partner agencies to seek and obtain supplementary sources of funds for current and proposed programs and facilities (grants, public-private partnerships, foundations, donations, etc.). 3.5.5 Maintain and expand sound financial planning, effective budgeting, and ethical practices and procedures in the financial operation of the school system.	allocate and plan future human and financial resources to meet needs. 3.5.8 Identify creative and viable grant opportunities, partnerships, donors and funding mechanisms to increase revenues for system projects. 3.5.9 Collect, analyze and use data to determine and promote public awareness of and confidence in school system financial operations.	and efficient use of all system resources.		

Goal 3.6:	**Provide and maintain efficient and effective transportation, health/wellness, and nutrition services to support high quality instruction and student achievement.**
Strategies:	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.

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
3.6.1 Collect and analyze transportation plan and transportation data for planning and evaluation. 3.6.2 Assess all transportation routes to maximize efficiency, to maximize student safety, and to minimize student travel time. 3.6.3 Collect, analyze and report transportation department safety records, financial efficiency, and personnel training. 3.6.4 Engage in collaborative discussions with	3.6.7 Establish benchmark measures and long range targets for measuring improvements in student and employee health and wellness. 3.6.8 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). 3.6.9 Ensure the full implementation of health and wellness curriculum across all grade levels.	3.6.13 Establish and maintain programs to support collaborative planning that involves personnel from transportation, health, and nutrition programs to support increased student achievement. 3.6.14 Collect data and report progress toward		

neighboring systems and State transportation department technical advisors to plan technology upgrades for route planning, transportation safety, and record keeping. 3.6.5 Implement and monitor effective systems of vehicle maintenance, long-range planning for transportation purchases, transportation employee training, and inventory control. 3.6.6 Assess and evaluate health and wellness programs for student and employees.	3.6.10 Analyze, evaluate and report on programs to increase student and employee attendance rates. 3.6.11 Collect, analyze and report data to measure the effectiveness of the child nutrition program. 3.6.12 Establish recognition programs to publicize improvements in transportation, health and wellness, and child nutrition programs.	accomplishment of Part 3, Goal 3.6. 3.6.15 Modify programs and practices as needed.		

Part 4: Collaboration, Communication and Continuous Improvement
(Action Steps initiated in one year continue in subsequent years until goals are accomplished)

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.
Strategies:	1. Analyze, monitor, and evaluate all school and system continuous improvement plans at least annually and according to benchmarks identified in the plans.
	2. Achieve and maintain system accreditation, utilizing the accreditation monitoring and reporting processes to promote and achieve continuous improvement toward system and school goals.
	3. Engage in regular orientation and training for school system personnel in the effective use of continuous improvement and accreditation plans.
	4. Publish progress toward and accomplishment of school system goals, objectives, and continuous improvement plans.

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
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. Implement, evaluate, revise, and communicate continuous improvement plans and results. 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. 4.1.3 Achieve and maintain accreditation for all schools and the system using AdvancEd standards and procedures.	4.1.4 Successfully fulfill requirements of audits, comprehensive monitoring, and reviews by applicable state, local, and federal agencies. 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. 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.	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. 4.1.8 Establish recognition and reward programs to celebrate improvements in school climate, safety and security, and discipline.	4.1.9 Collect and analyze data to determine progress toward accomplishment of Part 4, Goal 4.1. 4.1.10 Modify programs and practices as needed.	⟶

Goal 4.2:	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.			
Strategies:	1. Include appropriate student achievement, school climate, financial, and participation data reports in school system newsletters, handbooks, website listings, correspondence, and publications.			
	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.			
	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.			

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
4.2.1 Publish and communicate using all possible media and venues accountability, achievement and financial data of individual schools and the school system as a whole. 4.2.2 Establish effective communication strategies with all stakeholders for school system events, accomplishments, emergencies, needs, initiatives and programs. 4.2.3 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.	4.2.5 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. 4.2.6 Collect, analyze and effectively use graduate and school-leaver follow-up data to improve programs and student achievement. 4.2.7 Collect, analyze and effectively use feedback reports from post-secondary institutions and employers to increase student success after preK- 12 schooling. 4.2.8 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.	4.2.9 Utilize existing and seek expanded technology capabilities to increase effective electronic communication of system accomplishments, needs, and information. 4.2.10 Monitor and evaluate the use of technology to enhance system communications and data management activities.	4.2.11 Collect and analyze data to determine progress toward accomplishment of Part 4, Goal 4.2. 4.2.12 Incorporate regular reporting on the status of strategic plan accomplishment into system accountability, accreditation, and communication plans. 4.2.13 Modify programs and practices as needed.	

Goal 4.3:	Establish, maintain, and expand collaborative relationships with families, post-secondary institutions, business-industry groups, and the community to maximize student success.
Strategies:	1. Establish and/or maintain advisory groups, councils, cooperative associations, foundations, booster clubs, and school support groups to provide input, feedback, and ideas for improving programs, operations, student achievement, school success, and partner relationships .
	2. 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 efforts to improve student achievement and success (mentorships, internships, fund-raising campaigns, job-shadowing, scholarships, sponsorships, volunteerism, involvement, etc.)
	3. Collect and analyze public comments, suggestions, ideas and concerns about partnerships and community involvement efforts through surveys, website submissions, correspondence, meetings, and forums.

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
4.3.1 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. 4.3.2 Maintain and disseminate appropriate minutes, schedules, reports, and documentation of committees, support organizations, community partnerships, and collaborative agreements. 4.3.3 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. 4.3.4 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.	4.3.5 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. 4.3.6 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.	4.3.7 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.	4.3.8 Collect and analyze evidence of plan implementation, goal attainment, and activities completed. 4.3.9 Report at least annually on progress toward goals for Part 4, Goal 4.3.	

Goal 4.4:	Monitor, evaluate and report on the school system strategic plan.
Strategies:	1. 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.
	2. Publish information to stakeholders at least annually on strategic plan activities, accomplishments, revisions, or modifications.
	3. 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.

Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Action Steps 2017-2018	Action Steps 2018-2019
4.4.1 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. 4.4.2 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. 4.4.3 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 • Improved student and employee attendance • Improved graduation rates • Decreased disciplinary infractions, suspensions, expulsions • Improved student achievement measured on formal assessments (ACT Aspire, ACT, EXPLORE, PLAN, end of course tests, etc.) • Decreased course failures, student retentions • Increased enrollment in AP or advanced courses, increase in scholarship awards • Decreased need for post-secondary remediation • Decreased drop-out rate • Increased numbers of students meeting standards of college and career-readiness	4.4.4 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. 4.4.5 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. 4.4.6 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.	4.4.7 Establish a plan for involvement of community, parents, staff, and other appropriate stakeholder representatives in subsequent strategic plan process.	4.4.8 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. 4.4.9 Prepare preliminary budgets, schedules, and activities necessary for development of subsequent strategic plan.	4.4.10 Implement strategic planning for the next five-year cycle.