Fayette County Public Schools
"Excellence In Education"

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Strategic Plan
2009-2013

Fayette County School System
2009-2013 Strategic Plan
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VISION

Our students will be capable of living and working effectively, responsibly and productively in a global environment.

MISSION STATEMENT

The mission of the Fayette County School System is to deliver effective instruction and set high expectations resulting in continued improvement in student achievement.

BELIEF STATEMENTS

- Public education is the foundation of a free society.
- Schools exist to promote the intellectual, social, and personal development of all students.
- All children can learn in a safe, supportive, and nurturing environment.
- Education is a partnership among students, families, schools, and community.
- Students will be prepared as independent productive problem solvers to successfully meet the challenges of the future.

Fayette County System-Wide School Improvement Committee
Primary Goals and Improvement Initiatives FY09

Standard 1: Vision and Purpose
- Fully implement the Fayette County Vision, Mission, and Strategic Directions

Standard 2: Governance and Leadership
- Implement the Fayette County Board of Education Procedures Manual

Standard 3: Teaching and Learning
- Implement effective teaching strategies, including but not limited to differentiation of instruction, to ensure that all students have the best possible opportunities to benefit from their education experiences
- Provide interventions (Response to Intervention) to help students meet expectations for student learning
- Determine ways to most effectively meet the needs of students with disabilities and English Language Learners to eliminate the achievement gaps between subgroups

Standard 4: Documenting and using Results
- Establish a balanced score card to monitor system progress

Standard 5: Resources and Support Systems
- Continue to develop top talent in all employment classifications through appropriate professional learning, mentoring, development of performer path plans (career paths) and other forms of collaboration
- Identify factors that motivate employees to remain in or depart from the school system
- Determine fiscal accountability for performance goals and formal plans

Standard 6: Stakeholder Communication and Relationships
- Continue the excellent home-school-community partnership that has been so successful in ensuring student success

Standard 7: Commitment to Continuous Improvement
- Fully implement the Fayette County Strategic Plan

Fayette County Strategic Plan
2009-2013

Department: Governance and Leadership

Strategic Goal 1: Implement a model of governance and leadership for the Fayette County Public School System which follows the mission and goals set forth to support the Fayette County community and its stakeholders

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	**Evidence of Impact**	
SACS 2.1	Expand the existing personnel evaluation system to align staff evaluations with the district's strategic plan and /or school improvement plans (SIP)	2009-2011	Professional learning for staff	Training from the Department of Education	Superintendent, Assistant Superintendents Directors of Departments	Evaluations	Use of new leadership and teacher evaluation instruments/ Alignment of evaluations to SIPs and/or strategic plan	
SACS 2.3	Ensure governance and leadership compliance with applicable local, state, and federal laws, standards, and regulations	2009-2013			Board Members	Board Operating Procedures Manual/ FC Policy Manual	Actions by board members in reference to policies and procedures	
SACS 2.9	Align board meeting agenda items to the Strategic Plan	2009-2013			Board Members and Superintendent	Agenda of Board Meetings/ eBoard	Alignment of meeting agenda with Strategic Plan/ Documentation on eBoard	
SACS 2.9	Align school council meeting agenda items with SIPs	2009-2013			Building Principals and School Council Representatives	Agenda of school council meetings	Alignment of agenda with SIPs	

Status Key   N- Not Evident   O- Operational
                E- Emergent   H- Highly Evident

Department: Communication

Strategic Goal 1: Implement a model for strategic communication that connects the Fayette County Public School System's vision, mission and strategic goals to the needs and aspirations of the Fayette community and its children, and that gives purpose to the work that educators do in the school system.

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
SACS 6.5	Create template for crisis letters used to notify parents of school incidences	June 2009			Public Information Specialist HR Director	Approved template	Use of templates	
SACS 6.3	Design communication report card for feedback from all stakeholders	June-August 2009			Public Information Specialist	Specific feedback from stakeholders	Increased and better communication to stakeholders/ Stakeholders' input	
SACS 6.5 SACS 4.4	Enhance system newsletter (Increase info in newsletter about schools/ Send electronically/ Increase frequency)	2009-2010			Public Information Specialist	Redesigned newsletter	Enhanced communication to stakeholders/ Hits on the electronic newsletter	
SACS 6.4, 6.5 SACS 4.4	Develop a yearly communication plan	2009-2010			Public Information Specialist	Communication Plan	RSS feed/ Hits on website	
SACS 4.4 6.4, 6.5 7.1, 7.6	Establish in-house production of videos for Channel 24.	2009-2010		Video cameras, lighting equipment, microphones, editing software PR budget	Public Information Specialist	Purchase of equipment and increased frequency of videos on Channel 24	Continued information on Channel 24/ Reduction of video cost	

Department: Curriculum and Instruction

Strategic Goal 1: Improve student achievement by:
- **Analyzing and monitoring assessment data**
- **Implementing effective teaching strategies**
- **Providing interventions to meet expectations for student learning**

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
Keys A 3-1 SACS 3.2	Analyze assessment data at system, school and classroom level to design, adjust, and improve instruction	2009-2013	"Assessment for learning" training in school-based workshops	Local funding through instructional department and professional learning funds	Assessment Coordinator/ Curriculum Coordinators/ School-based Administrators and Teachers	Comprehensive data analysis of standardized test scores/ AIMS web screening results/ data rooms Development of assessments/ analysis forms	Increase percentage of students scoring in the upper proficiency levels of state assessments/ Decrease percentage of students not meeting proficiency on state assessments./ Student grouping/ adjustment of instruction based on data analysis/use of varied enrichment strategies/ use of summative and formative assessment/ School Improvement Plans	
Keys I 1.1, 1.2,1.3,3.1,3.23.3 SC1.1 SACS 3.4,3.9	Implement standards-based classroom to ensure that instructional design and implementation are clearly and consistently aligned to GPS and district expectations of student learning	2009-2011	Review of GPS and related assessments,	Local funding through instructional department/ professional learning funds	Curriculum Coordinators/ School-based Administrators/ Teachers Leaders	School schedule/ Visual representation of GPS in classrooms/ Common unit plans and lesson alignment/ lesson plans/ data gathered in walk- through/	Increase percentage of students scoring in the upper proficiency levels of state assessments/ Decrease percentage of students not meeting proficiency on state assessments/ Standards Based Classrooms/ Meet AYP/use of unit	

						results of common assessments/ GPS aligned standardized nine-weeks writing performance tasks by genre and grade level	plans/SIP
Keys I 2.1-2.7 SC 1.1 SACS 3.2,3.5,3.9	Expand and ensure use of research-proven best teaching practices including differentiation to maximize learning in all subjects with all students	2009-2013	Professional learning in best practices to include assessment for learning, differentiation/ collaboration for common assessments	Professional Learning Grant funds/ Instructional Budget	Curriculum Coordinators/ School-based Administrators and Teachers	Documentation of curriculum maps/ lesson plans/ school wide master schedule/ walk-through/ posted learning goals/diagnostic instruments	Increase percentage of students scoring in the upper proficiency levels of state assessments/ Decrease percentage of students not meeting proficiency on state assessments/ student self assessment/ SIP/ Increase use of variety of teaching practices
Keys I 2.1-2.7 I 3.1-3.3 SC 1.1 SACS 3.5,3.8,3.7	Refine RtI to provide a formalized and systematic approach to providing supplemental remedial/enrichment interventions for students at all grade levels based on need	2009-2011	Professional Learning in RtI procedures and strategies	Professional Learning Grant funds/ Instructional Budget	Members of the RtI Task Force and Subcommittee Members	RtI Application Documentation of collaboration/ EIP/ Title I/ School wide schedules/ AIMS web/ DIBELS	Increase tier identification within the student information system/ Increase the percentage of appropriate referrals for Special Services/ Collaboration to improve student achievement/ Decrease the number of students who fall into the "does not meet" category/ SIPs,
Keys I 2.1-2.5 I 3.1-3.3 SC1.1 SACS 3.4-3.9	Increase the percentage of students performing at the higher proficiency level on state mandated assessments.	Ongoing			Curriculum Coordinators/ School-based Administrators and Teachers	Lesson Plans/ Performance Tasks	Increase percentage of students scoring in the upper proficiency levels of state assessments

Department: Curriculum and Instruction

Strategic Goal 2: Close the achievement gap between subgroups:
- **Analyze disaggregated assessment data for subgroups**
- **Implementing effective teaching strategies**
- **Providing interventions to meet expectations for student learning**

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
Keys A 3.1 SC 1.1 SACS 3.3,4.2, 7.4	Analyze disaggregated data on system and school populations	Yearly			Assessment Coordinator/ Curriculum Coordinators/ School-based Administrators and Teachers	Data Rooms/ Notebooks/ Disaggregated Data	Use of data rooms/ data notebooks/ continuous updating of longitudinal charts	
Keys I 1.1-1.3,2.1-2.5, 3.1, 3.2, A1.4,SC 1.1 SACS 3.3, 4.2, 7.4	Ensure the use of research-proven best practices for all students in all subgroups	2009-2013	Professional Learning	Professional Learning Grant funds/ Instructional Budget	Curriculum Coordinators/ School-based Administrators and Teachers	Curriculum Maps/ teacher commentary/ self assessments/ lesson plans/ data gathered through observations/ results of common assessments	Increase percentage of students in each subgroup scoring in the upper proficiency levels of state assessments/ Decrease percentage of students in each subgroup not meeting proficiency on state assessments	
Keys A 1.3 I 1.1,1.3, 2.1-2.6 SC 1.1 SACS 3.3-3.9, 7.4	Ensure access to the regular curriculum through inclusion/collaboration and specialized programmatic support for SWD and ELL populations.	2009-2013			School-based Administrators Teachers/ Special Education and ESOL Teachers	Master schedule	Increase number of students in SWD, ELL, EIP and Title I subgroups who score in the upper proficiency levels of state assessments/ Decrease in the percentage of students in each subgroup not meeting proficiency on state assessments	

| Keys I 2.1-2.6, SC1.1 SACS 3.2-3.9, 7.4 | Support students through the a variety of instructional strategic/programs: | Ongoing | | | School-based Administrators/ Teachers | Lesson plans/ walk through observations/ remedial and enrichment activities | Subgroups achievement level closer to or equal to all students achievement level | |

Department: Curriculum and Instruction
Strategic Goal 3: Develop a system level assessment plan that includes the expectations for use and purpose of each assessment

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
Keys A 1.1-1.4 C1.4 SACS 4.1	Align assessments to GPS standards	2009-2011	Review of GPS and related assessments		Curriculum Coordinators/ Teacher Leaders/ Teachers	Aligned assessments in all curriculum areas/ Master schedule to allow for common planning	Increased use of aligned assessments/ Increased correlation between student grades and EOCT scores	
Keys A 2.1-2.4, PL 1.5,2.1, 2.3,2.5, 2.6,3.2 C 1.1 SACS 4.1	Educate instructional personnel about balanced assessment and "assessment for learning"	2009-2010	Training on Balanced Assessment and assessment for learning	Professional Learning Grant funds	Directors of Professional Learning/ Assessment Coordinator/ Curriculum Coordinators	Professional Learning Class Rosters/ Professional Learning Plan	Increase percentage of instructional personnel taking classes/ teacher portfolios/ building level implementation of balanced assessment approach and assessments for learning activities	
Keys A 2.1-2.4 C 1.1 SACS 3.3, 4.1,4.3, 4.6	Delineate appropriate formative and summative assessments for all subjects and grade levels to monitor student progress toward mastery of standards	2009-2013	Review of GPS and related assessments		Assessment Coordinator/ Curriculum Coordinators/ Teacher Leaders	Standards-based student data charts/ school data walls/ common assessment data	Increased use of balanced assessments/ teacher portfolios/ SIP	
Keys C 1.1, A 2.1-2.4 SACS	Ensure the development and use of formative assessment at the classroom level	2009-2013	Training on student-centered formative assessment	Professional Learning Grant funds	Assessment Coordinator/ Curriculum Coordinators/ Building	CRS/ Tickets out the door/ lesson plans/ data gathered through walk-	Increase use of formative assessment activities at the classroom level	

3.3,4.1				for learning.		Administrators/ Teacher Leaders	throughs	
Keys C 1.1, A 1.1-1.4 SACS 4.1, 7.3,7.5, 7.9	Articulate a system level framework for providing professional learning for the development and use of common assessments	2009-2011	Professional learning on test development and use of common assessments		Directors of Professional Learning/ Assessment Coordinator Curriculum Coordinators	Professional Learning Class Rosters/ Professional Learning Plan	Increased percent of teachers taking assessment professional learning classes	
Keys A 1.1-3.1 SACs 3	Ensure the use of common assessments to monitor progress toward the mastery of all standards	Ongoing			Assessment Coordinator/ Curriculum Coordinators Building Administrators and Teachers	Walk through/ collaborations of teachers/ common assessments/ professional learning classes	Increased use of common assessments/ Increase use of data resulting from these assessments	
SACs 1.3	Develop system balanced score card to monitor student achievement	2009-2010			Assistant Superintendent for Education/ Directors of School Improvement/ Technology Director/ Assessment Coordinator/ Curriculum Coordinators	Balanced Scorecard		

Department: Professional Learning

Strategic Goal 1: Provide opportunities and support for high-quality professional learning for every educator everyday.

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
Keys 3.5	Continue Fayette County diversity training	2009-2011	Continuous learning for teams at each school.	$5000.00 from PL grant will be available for needed resources for school based teams.	CLASS teams/ building administrators/ building level teams	Activities implemented in classrooms	Improved instruction for diverse learners / Decreased achievement gaps decrease between subgroups	
Keys 3.4, 3.8, 7.1,7.4. 7.5,7.6, 7.7,7.8	Assist schools with development of professional learning communities	2009-2011	Building level SIP/ professional learning grant funds	PL Grant funds	Principal / Directors of School Improvement/ Professional Learning	School Improvement Plans	Professional learning communities in schools	
7.1, 7.4, 7.5, 7.6, 7.7, 7.8	Implement the Keys to Quality as the framework for school improvement.	2009-2010	Keys to Quality PL	No cost to the system/ Use state trainers if necessary	Principal / Directors of School Improvement/ Professional Learning	Implementation plan / GAPPS data for selected schools	Achievement of SIP goals	
Keys 2.1, 2.8, 2.13, 7.1	Select schools for GAPPS analysis on rotating basis	2009-2011	State funded trainers or train locally	Substitutes for GAPPS team members	Professional Learning Directors	GAPPS review data	Establishment of goals for SIP	
Keys 6.1, 6.2, 6.3	Establish procedures and guidelines with local colleges and universities for leadership certification to meet new PSC requirements	2009-2010			Superintendent/ Assistant Superintendents/ Directors/ Local College and University staff	Procedures	Personnel meeting criteria for new performance based leadership degrees	

Department: Exceptional Children's Services
Strategic Goal 1: Improve Post-School Outcomes for Students with Disabilities

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
School Keys C1.2, C2.1, I1.3, I2.1, I2.3, A1.4, A3.1, SC1.1, SC1.2, SC1.3 SACS 3,	Decrease percentage of students with disabilities who drop out of school	2009-13	PL for Bridges teacher/ IDEA funds	Supplemental materials/IDEA funds	ECS Coordinator for General Curriculum	Anecdotal information from students, parents, school staff/Tier 4 Documentation/ Meeting Notes/ Counselor Notes/student record/ drop out data	Dropout rate lower than FY10 state target of 5.4% (FY08 = 2.8%)	
Keys C2.1, A1.4, A3.1, I1.3, I2.1, I2.3, I3.1, SC1.1, SC2.3 SACS 3,	Increase percentage of students with disabilities who earn a regular high school diploma	2009-13	PL for teachers of study skills classes/ extended day pay for designated teachers/ IDEA funds	Supplemental materials/ IDEA funds	ECS Coordinator for General Curriculum	Student schedules/ school special education department schedules/ IEPs/GHSGT scores/ graduation rate	Regular education diploma rate exceeds FY10 state target of 40% for SWD (FY08 = 64.1%)	
Keys SC2.4, I2.1 SACS 3,	Increase percentage of students with disabilities who transition to employment or post-secondary education	2009-13	PL for teachers in involving students in IEP mtgs/ PL for REACH teachers/ IDEA funds	Materials/ supplies/ REACH parapros/ IDEA funds	ECS Coordinator for Adapted Curriculum	IEPs/ Tier 4 documentation/ teacher reports/ list of campus-based work sites/work skills resumes/ syllabi, employment fair information/ transition data	Exceed state target for % of SWD who transition to employment or post-secondary education (FY08 = 87.5%)	
Keys PO4.1, L2.1 SACS 3,	Increase percentage of students with disabilities who have coordinated and measurable IEP goals and transition services leading to the attainment Post/Sec goals	2009-13	PL for LEAs, school- or cluster-based/ PL for MS, HS teachers/ IDEA funds	Materials/IDEA funds	ECS Coordinators	Revised Individualized Transition Plan/Training Agendas/IEP & Tier Four Doc. Checks	Increase from baseline to FY10 state target of 100%	

Department: Exceptional Children's Services

Strategic Goal 2: Improve services for young children with disabilities

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
Keys A1.4,3.1 I2.1,I2.3 SC1.1-1.4, SC2.3 SACS 3,	Increase percentage of time young children with disabilities spend in natural environments with typically developing peers	2009-13	PL for Pre-K teachers/ IDEA funds	Materials to support Bright From the Start standards/ IDEA funds	ECS Coordinator for General Curriculum	Pre-K records and data/ IEPs/ teacher and administrator anecdotal information/ Pre-K LRE data	Exceed FY10 state target of 67.53% for percentage of time young children with disabilities spend in natural environments with typically developing peers (FY08 = 95%)	

Department: Exceptional Children's Services

Strategic Goal 3: Improve the provision of a Free Appropriate Public Education (FAPE) to students with disabilities

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
Keys PO4.1, L2.1	Increase percentage of students with disabilities who are evaluated and found eligible for special education within 60 days	2009-13	PL for school-based staff regarding compliance issues and paper-work/ PL for psychologists, LEAs, & SLPs/ IDEA funds	Evaluation tools/ IDEA funds	ECS Director/ Coordinators of ECS and Psychological Services	Evaluation Timeline Report Tracking Log/ Monthly Incomplete Records Lists/ student records/ psychologist records	Meet FY10 state target of 100% compliance for evaluating and holding eligibility meetings within 60 days or holding re-eligibility determinations within the 3-year timeline (FY08 = 87.5% overall; Initials – 87%, Re-eligibility determinations – 94%)	

Keys C2.1, C2.2, I1.1, I2.3, PO2.2, PL1.1, PL3.1, SC1.1, SC2.3 SACS 3,	Increase percentage of students with disabilities who receive instruction in the general education setting with appropriate supports and accommodations	2009-13	PL for targeted collaborative teachers, social skills teachers/ PL for staff to educate students about disabilities and to learn AT/UDL approaches/ PL for staff to identify students needing AT support/ IDEA funds	Training materials/ Social Skills resources and materials/ AT devices/ applications/ IDEA funds	ECS Coordinators	Training Logs/ Sign in sheets/ Needs assessments/ Feedback forms/ social skills curriculum resource binder/ school schedules/ AT records/ library of accessible materials/ LRE data	Maintain percentage of SWD removed from general ed. <21% of the time that exceeds FY10 state target of 63% (FY08 = 72.3%)	
Keys I2.1, I2.3, I2.6, I3.1, A1.4, A2.1, A2.2, A3.1, PO2.2, SC1.1 SACS 3,	Increase performance of students with disabilities on statewide assessments	2009-13	PL in specialized reading programs/ effective math strategies/ specialized writing approaches/ Tier 4 documentation/ train-the-trainer opportunities/ IDEA funds	Specialized reading, math, and writing resources/ duty leaves/ AIMS web for SWD/ sample T4D files/ ECS math baseline and progress monitoring assessments/ IDEA funds	ECS Coordinator for General Curriculum	CRCT scores/ GHSGT scores/ AIMS web data/ informal reading data/ Math 9 week assessment data/ Tier 4 Checks Sign-in sheets/lesson plans	Maintain performance of SWD on statewide assessments that exceeds FY10 state targets of 57.77% for math and 69% for reading/language arts (FY08- Math = 69.3%, Reading/LA = 86.3%)	
Keys SC1.2, SC1.3, PO2.2, PL3.1, PL1.5, SC1.2, SC1.3 SACS 3,	Decrease percentage of students with disabilities who are removed from their school or placements for disciplinary reasons	2009-13	Mindset training/ ongoing and varied PL in effective behavioral approaches/ IDEA funds	Mindset trainers/ Autism Partnership fees/ materials duty leaves/ IDEA funds	ECS Coordinator for General Curriculum	Mindset records/ Sign-in-sheets/ training logs/ data on behavioral removals	Maintain performance below FY10 state target of 3.28% (all disabilities) and 3.80% (African-American students) for removal of SWDs from their school or placements for disciplinary reasons (FY08All Students =0.7%, African Americans = 1.57%)	

Keys C2.1, C2.2, I2.3, PL1.2, PL3.2, PL3.4, SC1.1, SC2.3, PO2.2, PL1.5 SACS 3,	Decrease disproportionate representation of students with disabilities due to inappropriate policies, procedures, or practices	2009-13	Ongoing PL in collaboration for SLPs and teachers/ ongoing PL in collaboration, POI/RTI interventions, data collection/ IDEA funds	Training Materials/ AIMS web/ writing rubrics/ math progress monitoring tools/ supplemental interventions; IDEA funds	ECS Coordinator for General Curriculum/ Intervention Task Force Facilitator	Disproportion-ality Data/ System Profile/ IEPs/SLP schedules/ training agendas/ sign in sheets/ Intervention Task Force records/ RTI application/ AIMS web data	Weighted risk ratio for identification of SWD less than FY10 state target of 2.0	
Keys SFC1.1, SFC1.4, SFC2.1 SACS 6,	Increase percentage of parents of children with disabilities who report that schools encourage parent involvement to improve results for students with disabilities	2009-13	PL for ECS staff/ IDEA funds	Trainings for parents/ Parent Feedback Forms/ materials to distribute to parents/ IDEA funds	ECS Director	Information from State Parent Survey/ District Profile/ Parent Feedback Forms/ IEPs/ training agendas and sign-in sheets	Maintain a percentage exceeding FY10 state target of 38% for parents who report that schools encourage parent involvement (FY08 = 28%)	

Department: Financial Management

Strategic Goal 1: Maximize the use of financial resources by improving financial reporting and data analysis while enhancing internal control systems.

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
Keys PO 3.1 SACS 5.5	Develop and implement annual budget to support educational programs based on performance goals and formal plans	Yearly 2009-2013			Comptroller/ Superintendent/ Assist. Superintendents/ Central Office Staff/School Administrators	Budget Document/ Documentation of Process and Decision Making	Meets school system financial obligations	
Keys PO 3.2 SFC 2.1 SACS 2.5 5.5	Develop and communicate details of SPLOST spending for each area	April – end of SPLOST			Comptroller	SPLOST Committee meeting minutes Financial reports Detailed budget Website postings	Utilize SPLOST proceeds to meet operational goals/ Meet priorities of SPLOST spending goals	
Keys PO 3.2 SACS 5.5, 5.6	Determine immediate facility needs and funding availability	Ongoing			Facilities Director/ Comptroller	Internal construction committee minutes and financial reports	Completion of Bond projects/ Documentation of other facility needs	
SACS 5.6	Complete comprehensive annual financial report, and submit for audit by an independent CPA firm	Oct – Dec.	$1,500 Local	$ 200 Local	Comptroller	Comprehensive Annual Financial Report (including audit opinion)/ Single Audit	Compliance with State and Federal reporting requirements/ Continued receipt of grants	
School Keys PO 3.1	Allocate resources for operational costs of direct instruction to schools based on state allotments by program	Ongoing			Comptroller (initial allocation)/ Principals (proper usage)	Annual budget/ Periodic budget status reports	Appropriate school level budget	

Department: Purchasing
Strategic Goal 1: Support needs of the school system through purchasing goods and services.

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
SACS 1.2	Maintain on-line (Intranet) listings of board policy/ current contract awards/ purchasing and warehouse forms/ risk management	2009-2010			Purchasing Agent/ Purchasing and Warehouse staff/ Technology Services staff	Website/ Hard copy files	Appropriate use of on-line forms and information	
SACS 1.2	Develop and maintain on-line (Internet) listing of board policy, current solicitations, current awards, staff assignments and vendor information	2009-2010			Purchasing Agent/Purchasing Assistants/ Technology Services	Website Contract analysis (purchase summary by vendor)/ Solicitation files	Ensures transparency of purchasing decisions and transactions	
SACS 1.3	Maintain current contracts for products and services that meet system-wide goals	2009-2010			Curriculum/ Operations/ Comptroller/ Deputy Superintendent/ Purchasing Agent/ Purchasing Staff	Website Solicitation documents/ Committee agendas and minutes	On-line contracts are current/ Products and services align with system goals	
SACS 2.1	Communicates purchasing procedures that provide for effective operation	2009-2010			Superintendent/ Comptroller/ Purchasing Agent	Website Solicitation documents Purchase Orders	Transparent purchasing procedures	

SACS 2.5	Acquire goods, products and services which best meet the School System needs at the lowest possible costs	2009-2010			Superintendent/ Comptroller/ Purchasing Agent/ Purchasing Staff/ Warehouse staff	Website Solicitation documentation Contracts	Annual cost analysis of savings	
SACS 2.7	Maintain adequate insurance or equivalent resources to protect financial stability and administrative operations	2009-2010			Superintendent/ Comptroller/ Purchasing Agent	Contracts Insurance documentation of claims, loss reports and analysis	School System assets properly insured against major financial loss Annual evaluation of inventory loss and cost replacements	

Department: Human Resources

Strategic Goal 1: Select and maintain a quality work force and provide for their employment needs.

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	**Evidence of Impact**	
SACS 2.1	Establish and communicate policies and procedures that provide for the effective operation of the system	Ongoing	Central Office and Site Based Professional Learning Sessions	Intranet	HR Director	Electronic Employee Handbook	Employee knowledge and use of school district procedures and expectations / Improved consistency in application of procedures / Number of hits on electronic handbook/ Decrease in non-compliance with policies	
SACS 2.3	Ensure compliance with applicable local/state/federal laws, statutes and regulations	Ongoing		O.C.G.A. Legal compliance guidance provided by legal counsel and regulatory agencies/ Local funds	HR Director	Electronic Employee Handbook/ Reports to federal/state/local regulatory agencies	School district 100% HiQ teacher and paraprofessional rating/ Documented compliance with local/state/federal laws, statues, and regulation	
SACS 5.1	Establish and implement processes to recruit, employ and retain qualified professional and support staff to fulfill assigned roles and responsibilities	Ongoing			HR Director	Vacancy postings on web site and TeachGeorgia/ Direct vacancy postings on college and university websites/ Individualized Professional Action Plans to assist employees in meeting certification requirements	Employment of 100% HiQ teachers and parapros/ Feedback surveys from 1st year employees/ Surveys of employees showing percentage satisfied with work environment/ Increased retention of staff beyond three years/ Analysis of recruitment, retention data /	

Support Services

						Means of Evaluation		

Department: After School Program
Strategic Goal 1: Support student achievement and community/family needs thru financially sound, data-driven out-of-school time programming based on national quality standards.

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Artifacts	Evidence of Impact	Status
SACS: 2, 7	Update ASP Operations Manual AND Friends/Mentor Program Manual by aligning procedures with newly adopted national quality standards from Council on Accreditation (COA) standards and processes.	2012	ASP Funds	ASP Funds	Director of ASP / Mentor Program Manager	Updated Operations Manual/ Friend/Mentor Program Manual	Results of self-study/ ASP Programs aligned with National Standards	
SACS:5, 6,7	Implement a comprehensive public relations / communications plan based on target market needs.	2010	ASP Funds	ASP Funds	Director of ASP/ Field Supervisor/ Site Coordinators	Marketing Plan/ Site Public Relations Plans	Hits on website/Increased enrollment/Requests for information/Participation in promotional events	
SACS:4, 5,6,7	Strengthen employee/ volunteer screening processes, induction programs and professional learning opportunities based on research and stakeholder feedback.	2012	ASP Funds	ASP Funds	Director of ASP/ Field Supervisor/ Mentor Program Manager	Screening checklist/ applicant tests/ stakeholder survey/ observation tools/ program improvement plans	Stakeholder feedback, retention rate, increased enrollment, reduction in dismissal rate and WIP's	

Department: Support Services – Safety, Discipline, Athletic, Attendance-Residency

Strategic Goal 1: To provide a safe, secure environment for students and staff.

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
Keys: PO 4.3 SACS: 6	Provide necessary equipment, materials, and resources to support effective security program	2009-2013		Operations	Finance Dept./ Board of Education Grants	Related Memos and Emails/ Work Orders/ Safety Plans	Materials and Resources purchased or provided / Secure facilities	
Keys: PO 4.3 SACS: 6	Maintain a safe environment both inside and outside the school system facilities	2009-2013		Operations	Bldg. level Administrators/ Coordinator of Safety	Related Memos and Emails/ Work Orders/ Safety Plans	Materials and Resources purchased or provided/ Safe environments in schools	
Keys: L2.1 SACS: 6	Provide stakeholders with a student code of conduct that specifies consistent standards for student behavior	2009-2013		Operations	Asst. Superintendent of Operations/ Director of Transportation/ Coordinator Discipline	Signed Code of Conduct	Application of Code of Conduct by school administrators/ Decrease in discipline referrals	
Keys: L2.1 SACS: 6	Review and update the system wide Progressive Discipline Guidelines to provide for school administrators	2009-2013		Operations	Asst. Superintendent of Operations/ Coordinator Discipline /Administrators	State Discipline Laws update	Use of Progressive Discipline Manual / Appropriate progressive discipline provided for students	
Keys: SFC 2.1 SACS: 6	Provide updated Athletic Guidelines Manual for middle/high schools	2009-2013		Operations	Coordinator of Athletics/ Administrators	Updated Athletic Guidelines Manual	School personnel follows athletic guidelines and procedures	
Keys: L2.1 SACS: 2.3	Provide on-going monitoring for special permission data, affidavits, tracking of absences.	2009-2013		Operations	Coordinator Attendance & Residency Officer	Special Permissions Guidelines/ Data/ Attendance Reports	Decrease in absenteeism/ Special Permissions follow guidelines/ Appropriate affidavits permitted	

Department: Support Services – C.A.R.E./Safe and Drug Free
Strategic Goal 1: Provide a safe and drug free environment for students and staff

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
Keys: SFC 1.1 SFC 1.2 SFC 1.3	Provide communication, student and parent education related to drug awareness, violence prevention, and refusal skills	2009-2013	SDFS Grant/ DATE Funds	SDFS Grant/ DATE Funds	SDFS Coordinator/ CARE Coordinators	Channel 24/web site/brochure/intranet/ flyers/posters/newspaper/meetings/ PTSO/bulletin boards/student surveys	Decrease in # of referrals related to drugs/ analysis of program evaluations/ Increase of negative perception of drug usage and violence based on student survey data	
Keys: SFC 2.3 SFC 2.4	Increase use of discipline w/character education curriculum/ Refine data tracking system	2009-2013	SDFS Grant/ DATE Funds	SDFS Grant/ DATE Funds	SDFS Coordinator/ CARE Coordinators	Meetings/channel 24/newspaper/flyers/ posters/bulletin boards/trainings/ intranet/reports/data tracking system	Data to indicate increased use of character education program/ Evaluations/measurements	
Keys: SFC 3.1 SFC 3.2	Coordinate with community partners, social services, and health providers to meet health and social needs of students	2009-2013	SDFS Grant/ DATE Funds	SDFS Grant/ DATE Funds	SDFS Coordinator/ CARE Coordinators	Website/intranet/ meeting agendas/ Documentation of communications/ health provider list/social services directory/	Decrease number of referrals for drugs, alcohol, and violence related incidences/	
Keys: SFC 3.1 SFC 3.2	Mobilize community resources for families in need	2009-2013	SDFS Grant/ DATE Funds	SDFS Grant/ DATE Funds	SDFS Coordinator/ CARE Coordinators/ Director of Pupil Personnel/ School Administrator/ School Counselors	Documentation of communications with social service agencies/counselors/administrator/ Resources provided/ Crisis plans	Number of families served and needs met	

Department: Pupil Personnel

Strategic Goal 1: Provide quality school RTI, SST, 504 services that impact the emotional and academic success of students.

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
Keys: SC 1.1 SC 1.3 SACS: 2.3 3.4 4.2 5.11 7.4	Provide guidance and assistance to schools to implement RtI, SST, and 504 services	August 2009 - May 2010	Staff inservices/ workshops Pupil Personnel Services Budget / Psychologist Services Budget	AIMSweb/ Curriculum Budget / Pupil Personnel Services Budget / Psychologist Services Budget	Psychologist/ Counselors/ Assistant Principals / Homebound Instructors / Social Workers / Graduation Coaches / Director of Pupil Personnel Services	Staff Logs / Staff Calendars / Workshops / Student Progress Monitoring Data	Increased student achievement/ Improved level of implementation of RtI, SST services	

Department: Pupil Personnel

Strategic Goal 2: Provide quality counseling that directly impacts student success and achievement.

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
Keys: PO 2.1 PO 2.2 PO 2.3 SC 1.1 SC 1.2 SC 1.3	Develop and implement data driven guidance goals that complement the school improvement plan	August 2009 - May 2010		Counselor Resources and Pupil Personnel Services Budget	Director of Pupil Personnel/ Counselors/ Graduation Coaches	Individual Counseling/ Group Counseling/ Classroom Guidance School Counseling Plan/SIP	Alignment of Counseling Plan goals with SIPs/ Alignment of Counseling Plan with curriculum	

Department: Support Services – Health Services
Strategic Goal 1:

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	**Evidence of Impact**	
Keys: PO4.1,4.3 L2.1 SACS: 2.1, 2.3, 2.4, 2.6, 5.7	Review and update the School Health Services Manual and provide on-going health education for staff.	2009-2013		Operations	School Health Services (SHS) Coordinator	Manual Revisions/ Annual Training materials/ Monthly Clinic Staff Meeting Agendas/ SHS Updates/Email	Use of procedures in manual	
Keys: PO4.1, 4.3 SACS: 2.4, 5.7	To coordinate and provide CPR/AED, First Aid and Infection Control Training for SHS Staff, school staff and coaches	2009-2013		Operations	SHS Coordinator/ CPR Instructors	Training materials/ CPR Training Directory/ AED Drill Checklist	CPR/AED and First Aid nationally certified SHS Staff/ school staff and coaches/ Increase in number of staff certified	
Keys: PO3.2,4.1S FC1.1 SACS: 2.1, 2.3, 2.4, 2.5	Coordinate elementary mass hearing and vision screenings and requested individual screenings of students and assist with community resources	2009-2013		Operations	SHS Coordinator/ SHS Staff/ Griffin RESA Audiologist/ Vision Teachers	Hearing and Vision Screening Record or Individual Form/ Hearing and Vision Roster	Appropriate referrals for further evaluations	
Keys: PO4.1, SFC1.1 SACS: 2.4, 5.11, 6.3	Plan and implement care for students with chronic health conditions and/or special health needs	2009-2013		Operations	SHS Coordinator/ SHS Staff	Standard and Individualized Health Care Plans	Appropriate management of chronic health conditions and special needs at school	
Keys: PO4.1, L2.1, SFC1.1 SACS:2.1	Coordinate Emergency Preparedness Plan	2009-2013		Operations	SHS Coordinator/ SHS Staff/ Public Health Staff	Emergency Preparedness Plan/ SHS Staff Emergency Backpacks	Emergency plans appropriately implemented when necessary	

Keys: PO4.1 SACS: 2.4, 6.5	Support Staff Wellness Program and provide health education for staff.	2009-2013		Operations	SHS Coordinator/ SHS Staff/ Public Health Staff	Health Screenings/ Staff Influenza Vaccination Clinics	Increase in staff wellness	

Department: Support Services – Transportation

Strategic Goal 1: To maintain safe, comfortable and timely transportation for curricular and extra-curricular activities in the most cost effective manner.

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	**Evidence of Impact**	
SACS 1.4	Continue to upgrade (Geocode Map) and enhance the computerized pupil location and bus routing system	09-013		Transportation Budget	Trans. Dept.	Edulog Program	Organized and efficient bus routes/ Use of less fuel	
SACS 2.1	Provide training for bus drivers with effective student behavior management skills	09-013	Transportation Department and Professional Learning Directors	Transportation Budget	Trans. Dept.	Agendas of Pre-hire training classes & Safety Meetings	Decrease in bus discipline referrals/ Use of effective behavior management skills by bus drivers	
SACs 5.11	Transport students safely for curricular and extra-curricular events	Ongoing		State and Local Transportation Funds	Transportation Department	Records of trips taken/ safety records/ eTrip documentation	Students transported safely to curricular and extra-curricular activities	
SACS 2.1	Collaborate with building administrators on areas of concern to decrease bus discipline referrals	09-013		Transportation Budget	Trans. Dept./ School Administrators	Transp. Dept. *Bus Safety Report* form/ video system/ Student Intervention Program	Intervention Program re-enforces bus safety rules/ Decrease in bus discipline referrals	
SACS 5.10	Replace bus VHS camera systems with digital camera systems as resources allow	09-013		Transportation Budget	Trans. Dept.	24/7 Program	Increased visual documentation of student behavior/safety/ Decrease of inappropriate behavior on bus	

Department: Facilities Services

Strategic Goal 1: Provide adequate facilities for student population growth and to maintain school facilities.

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
SACs 5	Implement an updated state and local five-year facility plan.	Annually		Facilities Services Budget	Director of Facilities Services	Five Year Facility Plan	Implementation of Five Year Plan/ Documentation from each year's achievement	
SACs 5	Establish facilities usage guidelines for student activities and athletics	Ongoing		Facilities Services Budget	Deputy Superintendent/ Facilities Services/ Athletic Coordinator/ Building Administrators	Written Guidelines	Guidelines communicated/ Guidelines Implemented	
SACs 5	Collaborate with all municipal and county entities to ensure cooperation in relation to zoning issues, roads, utilities and traffic problems	Ongoing		Facilities Services Budget	Superintendent/ Deputy Superintendent/ Director of Facilities Services/ Municipal and County Agencies	Documentation of communications with agencies/ emails/ quarterly planning meeting agendas	Consideration of school system in pertinent decision making	
SACs 5	Update the ten-year maintenance schedule for facilities	Annually		Director of Facilities Services/ School Administrators	Director of Facilities Services	Written Ten Year Facilities Plan	Implementation of Ten Year Plan/ Documentation from each year's achievement	
SACs 5	Implement a schedule and maintain a checklist for routine maintenance and cleaning of each work area.	Ongoing		Facilities Services Budget	Director of Facilities Services/ Facilities Services Personnel/	Evidence of Schedule/ Checklist/	Work orders completed in a timely manner	

					Building Level Custodians			
SACs 5	Maintain an aesthetically pleasing environment both inside and outside the school system facilities.	Ongoing		Facilities Services Budget/ School Funds	Director of Facilities Services/ Facilities Services Personnel/ Building Level Administration Building Level Custodians	Documentation of Facilities and Grounds Inspection	Adequately maintained facilities	
SACs 5	Analyze currently outsourced services to ensure cost effectiveness or these services and determine if others might be cost effective as well	Ongoing			Director of Facilities Services/ Facilities Services Personnel	Documents of analysis	Cost effectiveness to the school system	
SACs 5	Analyze use of facilities in coordination with Curriculum and Instruction to maximize effectiveness of facilities	Ongoing			Deputy Superintendent/ Director of Facilities/ Assistant Superintendent of Operations/	Facilities Use plans and analysis	Facilities utilized effectively	

Department: School Nutrition Program
Strategic Goal 1: To provide students with nutritious appealing meals at a reasonable costs

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	Evidence of Impact	
SACs 3.9, 5.7, 5.11	Monitor breakfast programs at schools	Ongoing			SNP Director/ Lead Managers/ School Administrators	Data related to breakfast served	Programmatic decisions made based on data/ Increased participation in breakfast programs	
SACs 3.9, 5.7, 5.11	Monitor and review a-la-carte offerings to be consistent with local wellness policy	Ongoing			SNP Director/ Lead Managers/ School Administrators	A-la-carte offerings menu/Nutrition information/ Wellness Program Guidelines	Nutritious meals served to students/ Decrease of sugar, fat, salt, processed foods in school meals	
SACs 3.9, 5.7, 5.11	Promote program to increase participation in SNP	2010-2011			SNP Director/ Lead Managers/ School Administrators	Website with nutrition information/ Fliers/ Channel 24/	Increase participation in SNP	
SACs 3.9, 5.7, 5.11	Incorporate the use of technology	2009-2013		SNP Funds	SNP Director/ Lead Managers/ School Administrators	Current school nutrition software/ electronic reports and data analysis	Increased use of technology/ Decreased use of hard copy reports/	
SACs 3.9, 5.7, 5.11	Expand the training program for all SNP to include: orientation for new staff, Serv®Safe course, Advanced Management Class	Ongoing	Local School Nutrition Funds	Local materials and free GA DOE or USDA materials/ Serv®Safe Manuals / standard test SNP Funds	SNP Lead Managers/ Directors/ Serv®Safe Instructors/	Employees Pass/Fail certificates on National Test/ Professional Learning Plan/ Agendas	Compliance with all local State and Federal Guidelines/ Increase percentage of employees who are Serv®Safe Certified/ Improvements in procedures or efficiency at the school level	

Department: Technology

Strategic Goal 1: Appropriately integrate technology into the curriculum, instruction, and assessment to improve student achievement.

Vision: –Technologies to be integral to teaching, learning, and leading this district

–Teachers who are informed, fearless users of modern technologies

–Students who have access to technology when and where they learn

School Keys/ SACS Standards	Actions, Strategies, and Interventions	Timeline	Professional Learning & Funding Source	Resources/ Materials & Funding Source	Person(s) Responsible	Means of Evaluation		Status
						Artifacts	**Evidence of Impact**	
Keys C.1.	Provide applications integrated into a sequenced and organized curriculum	Ongoing	Local school and district funding for application training as required	Local funding of $300K per year for server renewal (tech svcs)	Instructional Leaders/ District Coordinators/ Instructional Technology Coordinator/ Director of Technology Services/ Teachers	AYP data/ Reading and Math Inventory/ EOCT/data/ GHSGT data/ SAT/ACT results Server age/ warranty information	Increase student achievement/Increased teaching application and integration of software/ Evaluation of software through yearly survey/ No OoW servers within the district handling student instructional software	
I 2.7	Collaborate with Curriculum and Instruction to assist in the use of technology to differentiate and reinforce higher order thinking skills	Ongoing	Local school and district funding for application training as required		Instructional Leaders/ District Coordinators/ Instructional Technology Coordinator/ Director of Technology Services/ Teachers	AYP data/Reading and Math Inventory/EOCT\ data/HSGT data. SAT/ACT results/ Classroom Observations	Increase student achievement/ Increased teaching at application level	
Keys I 2.1	Share "Best Practices" for using available applications to ensure achievement for all students	Ongoing	Local school and district funding for attending local educational technology	Local listservs/ regularly scheduled instructional technology leader	School Instructional Technician / Instructional Leaders/ District	Conference agendas/ meeting minutes/ quick tip sheets/ Classroom observations/	Consistency of application across the district/ Increase use of best practices/ Increase use of integration of technology	

		conferences.		Meetings/ principal and coordinator meetings	Coordinators/ Instructional Technology Coordinator/ Director of Technology Services	walk throughs	during instruction	
Keys C 2.2, A 2.1, A 2.2, A 2.3 I 2.1, I 2.2	Collaborate with curriculum and instruction, to identify, recommend, and evaluate applications for integration into instruction and assessment	Ongoing	Local school and district funding for application training as required.	Local funding of $100K per year for district level applications/ Local funding of released time for committee ($1K per year) Develop Survey $225 per year.	Curriculum Coordinators/ Professional Learning/ Instructional Technology Specialists/ School Techs/ Instructional Lead Teachers	Committee formation/ protocol development/ written selection criteria/Georgia Performance Standards/ satisfaction survey/ curricular crosswalk/ application inventory/ gap analysis/ISTE standards	Standardized applications for elementary, middle, and high school levels/ Selection criteria met for applications purchased / Applications support teaching and learning as evidenced by satisfaction survey/ Alignment of software with Georgia Performance Standards	
Keys C 2.2, A 2.1, A 2.2, A 2.3	Provide professional learning for the district's technology specialists	Ongoing	Local school and district funding for presenter attendance at local educational technology conferences.	$3500 local funds for CD and RSS production and distribution.	Curriculum Coordinators/ Professional Learning/ and District Instructional Technology Specialist(s)	RSS Feed for instructional technology's use in sharing best practices/ Technology Specialist CD-ROM.	Subscribers to RSS Applications present at local, regional and national technology conferences/ Posting of lessons to GPS.org web site/ Satisfaction survey/ Comprehensive use of Technology Specialists CD ROM	
SFC 1.1	Evaluate and implement modern technologies into the district's community communications.	Ongoing	$2500 local funds for training of webmaster and selected users	Web Server ($3K), Intranet Server ($3K), Management Services ($120K), Filters/Firewall	Webmaster/ Director of Technology Services/ Superintendents/ Public Relations Staff/ Directors/	Revise the website/Web site reflects schema of eBoard site/ Stakeholders satisfaction survey/	Ease of use/ universal look between sites/ management by stakeholders as reflected in Customer Satisfaction Survey Increased use of website/	

				ls ($75K), Webmaster ($55K) Survey Instrument ($250) $15K per annum for portal access	School Leadership/ School webmasters/ Board members/ board secretary/ superintendents	eBoard Site with Strategic Plan/ Policies/ Meeting Minutes Procedures	Increased use of eBoard site/ Use of eBoard during Board of Education meetings/ maintenance of Board of Distinction Status	
PO 2.1	Facilitate the timely and accurate reporting of students (FTE), and district assets (personnel, real property, funds) to the appropriate regional, state and national education agencies	Ongoing	$12500 for training on new SIS	$1.2M for new SIS hardware, software, parent portal and EIP/IEP atom/ Approximately $120K in local funds for annual maintenance and support	Assistant Superintendents/ Administrators/ Cabinet/ Technology Services/ Curriculum Coordinators	New SIS in place for 09/10 school year/ AYP reports for 09/10 school year .	Receipt of maximum allowed state funding/ FTE reports submitted accurately and timely in compliance with appropriate state/national education agencies	

P.O 2.1	Ensure continuity of services for Fund Accounting and Human Resources operations	Ongoing		$25,000 local funding for plan dev/ Funding for SSUI, Optimus systems to assist with disaster recovery operations and testing	Technology Services/ Assistant Superintendent of Operations/ Deputy Superintendent/ Comptroller/ Director Human Resources	Plan in place and exercised, revised annually / Mock operations from remote site/ Test of data security plan	Systems secure	

PL 1.1, PL 3.2, PL 3.4	Assist in developing and directing professional learning for the integration of modern technologies for 21st Century Classrooms	Ongoing	Hosting services at ETC provided by PL/ Professional Learning funds for attending local conferences	$5500 per annum in local funding for server and maintenance/ Website/ RSS Feeds/ quick tips/ downloads	Instructional Technology Specialist/ Professional Learning staff/ Webmaster/ Instructional Technology Specialist/ Professional Learning Staff/ Director/ school instructional technology specialists	Moodle server purchased/ Initial classes conducted/ All parapro training for SY 09-10 on Moodle/ Walk-throughs/ RSS feeds/ web site materials available/ downloads available/ email logs	Increase in available professional learning courses on district site/ Increase in use of Moodle to conduct district level trainings/ Increase in technology integration/ Increased % of participants in technology integration classes/ Increase in PL offerings for technology integration	
SACs 6.1, 7.2	Staff technology services to implement both curricular application and network management, in conjunction with policies and procedures.	On-going		Technology funds as available		Increased staff	Decreased complaints about service lag time Ticket response from7 days to 3 days to closure	

Status Key   N- Not Evident   O- Operational
                    E- Emergent   H- Highly Evident

Fayette County Strategic Plan Glossary

Absolute Bars - Starting with school year 2002-2003 annual measurable objectives (AMOs) or absolute bars were set for the Georgia Criterion Referenced Competency Test (CRCT) and the Georgia High School Graduation Test (GHSGT). These absolute bars are specified annual targets based on the percent of students identified as proficient in reading/English language arts and mathematics and science 2007-2008. These bars will be increased periodically so that all students reach 100% proficiency by school year 2013-2014.

Adequate Yearly Progress (AYP) – The measure used to hold schools, school systems, and the State responsible for student achievement. Georgia's AYP plan requires schools, school systems, and the State to demonstrate 95% participation on annual tests, certain specified levels of proficiency in academics (reading/English language arts, mathematics, and science) and a specified level of proficiency on a second indicator (attendance for grades 3-8 and graduation rate for 9-12).

AIMS web - AIMS web is a progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention.

Annual Measurable Objective (AMO) – Specified annual targets based on the percent of students identified as proficient in reading/English language arts, mathematics, and science. See also Absolute Bars.

Balanced Assessment - A variety of effective assessments utilized to monitor student progress and inform instructional practices.

Balanced Scorecard– A measurement-based strategic management tool, originated by Robert Kaplan and David Norton, which provides a method of aligning business activities to the strategy, and monitoring performance in strategic goal areas over time. The "Balanced" perspectives of the Scorecard take into account the cause and effect relationships of strategies and results, ensuring that all the drivers of performance are managed and aligned. The Scorecard is a strategic management tool which supports performance planning, alignment, measurement, monitoring and communicating about performance needs and results.

Baseline – Is the current level of performance against the target, usually expressed as a number.

Benchmarking – Identifying high performing-peers, then comparing to their standards, best practices and results.

Criterion Referenced Competency Test (CRCT) – The CRCT is a state-required test to measure student acquisition of the knowledge and skills set forth in the state curriculum. Georgia law requires that these tests be administered to students in grades one through eight in the content areas of reading, English/language arts, and mathematics, and in grades three through eight in science and social studies.

Diagnostic Assessment- A variety of assessment tasks and processes used to determine students' level of knowledge, skills, and understandings at the beginning of a course, grade level, unit, and/or lesson.

DIBELS-The **Dynamic Indicators of Basic Early Literacy Skills** (**DIBELS**) is a formative early literacy assessment created by Dr. Roland Good and Dr. Ruth Kaminski. It is used by kindergarten through sixth grade teachers in the United States to screen for whether students are at risk of reading difficulty, and to monitor student progress and guide instruction.

Early Intervention Program (EIP) – a program designed to serve students in grades kindergarten through five who are at risk of not reaching or maintaining academic grade level as defined in the department's *Early Intervention Program Guidelines.* The program provides assistance to enable students to obtain the necessary academic skills to reach grade-level performance in the shortest possible time. A student who is assigned to the EIP is by definition "below-grade-level."

Economically Disadvantaged Students (EDS) – For purposes of AYP and other reports, Georgia defines EDS as students who are eligible for free or reduced price lunch. For schools with federal waivers, all students are classified as economically disadvantaged; this data is collected as part of the Student Record.

Enrollment for Attendance – The count of students who were enrolled at any time during the academic year found in the Student Record.

Enrollment for Full Academic Year (FAY) – The count of students in FTE-1, FTE-3, and Student Record who are either active or who have a withdrawn date after the testing record.

Enrollment for Test Participation – The count of students who were enrolled and should have been assessed. These students were identified by using conjointly FTE-3, Student Record, the test record and the testing window files.

Formative assessment –Formal and informal assessment processes and tasks are used throughout a unit or course of study to monitor student progress, illicit evidence of learning gaps and strengths, and provide feedback to students so that they can adjust their learning process. Examples include (but are not limited to): pre/post tests, portfolios, benchmark assessments, quizzes, teacher observations, teacher/student conferencing, teacher commentary and feedback.

Full time equivalency files (FTE-1, FTE-3) – These are the counts of students reported to the Georgia Department of Education for purposes of determining funding for which school systems are eligible. FTE-1 is collected in the Fall and FTE-3 is collected in the Spring of each school year. These files are used in conjunction with other files to help determine enrollment during the CRCT and GHSGT testing periods and to identify Full Academic Year (FAY) students.

Full Academic Year (FAY) – Students who are continually enrolled in the same school for school-level Adequate Yearly Progress (AYP) determination (or in the same system for system level AYP, or in the state for state-level AYP) from the Fall FTE count through Spring testing. To identify FAY students, FTE-1, FTE-3, testing window, test records, and Student Record are used conjointly.

Georgia Alternative Assessment (GAA) – This assessment is administered to a small number of students with severe disabilities whose Individualized Education Plan (IEP) teams determine that they are unable to participate in the regular assessments even with maximum accommodations.

Georgia High School Graduation Tests (GHSGT) – The GHSGTs are comprised of multiple-choice assessments in the areas of English/language arts, mathematics, science, and social studies. These curriculum-based assessments are administered in grade 11 for the first time. Students have multiple opportunities to take these tests prior to graduation. For purposes of Adequate Yearly Progress (AYP), results for first-time 11th grade test takers in English/language arts and mathematics, and science are used in calculating the academic performance component of AYP for schools containing grades 9-12.

Georgia Performance Standards (GPS)– The GPS go into much greater depth than the content standards used in the previous curriculum. The performance standard incorporates the content standard, which simply tells the teacher what a student is expected to know (i.e., what concepts he or she is expected to master), and expands upon it by providing three additional items: suggested tasks, sample student work, and teacher commentary on that work.

Graduation Rate – Used as the second indicator for high schools. To comply with the No Child Left Behind, Georgia has defined a graduate as a student who leaves high school with a regular diploma (this does *not* include Certificates of Attendance or Special Education diplomas) in the standard time (i.e., 4 years). High schools must be at or above the preset graduation rate standard of 60% or show an increase in graduation rate over the preceding year (60%).

Group or Reporting Group – a combination of students based on some factor. In Georgia's plan, Adequate Yearly Progress at the school, school system, and state levels is not only determined for All Students (all tested students) but also for groups based on race/ethnicity, disability, English language proficiency, and economic status. There are 10 groups for which AYP is calculated: All Students, Asians/Pacific Islanders, Black, Hispanic, Native American/Native Alaskan, Multiracial, White, Students with Disability, Limited English Proficient, and Economically Disadvantaged. These student factors are coded in the Student Record.

Highly Qualified – To be considered "highly qualified" to teach in the State of Georgia, teachers must be fully certified to teach by the Georgia Professional Standards Commission and be teaching in their field(s) of certification. For more information on Highly Qualified see http://www.gapsc.com

Individualized Education Program (IEP) – An Individualized Education Program (IEP) is a written document which is developed for each eligible student with a disability in accordance with the requirements of the Federal Individuals with Disabilities Education Act (IDEA).

LEA – Local Educational Agency, also known as a school district or a school system.

Leadership Team – A school leadership team is a collaboration of learning community constituents focused solely on supporting the improvement of student achievement at their school.

Limited English Proficient Students – Students whose primary language is not English and who have difficulty speaking, reading, writing or understanding English. The data source for this is the Student Record.

Multi-Year Average – If Adequate Yearly Progress is not met by AMO or by using the confidence interval approach, the next step in determining AYP is by averaging group performance for the current year and the two previous years.

No Child Left Behind Act of 2001 – The federal law that authorizes funding and contains the current requirements for Title 1 and other federal educational programs. On January 8, 2002, President Bush signed into law the *No Child Left Behind Act of 2001*. The Act has been heralded as the most sweeping reform of the Elementary and Secondary Education Act (ESEA) since ESEA was enacted in 1965. It expands the federal role in K-12 education and was written to help close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles: Stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

Participation – As part of meeting Adequate Yearly Progress, a group, school, school system, and the state must demonstrate that at least 95% of the students enrolled at the time of testing actually attempted a test used to determine academic proficiency.

Performance Measures – Are quantifiable standards used to evaluate and communicate performance against targeted results. Performance Measures are tools used to determine whether organizations, groups and individual performers are meeting performance objectives and moving toward the successful implementation of strategy.

Performance Objectives – Are concise statements that describe the specific things within each strategic goal or goal area that must be performed well for an organization to execute its strategy and achieve its desired results. Performance Objectives along with specific measures will be used to determine progress towards overall strategic goals or goal areas. Performance objectives should be stated in action terms, beginning with an action verb, such as improve, increase, reduce, initiate, develop, lower, become, achieve, etc.

Performance Targets – Desired levels of performance for performance measures, usually expressed as a number, and expected to be achieved by a specific time.

Professional Learning Communities - Adults in the school are organized into learning communities whose goals are aligned with those of the school and system.

Proficiency – The level of performance considered satisfactory on each assessment. On the CRCT, a student is proficient if his/her performance is classified as "meeting standards" or "exceeding standards". On the GHSGT, a student is proficient if his/her performance is classified as "pass" or "pass-plus".

Pyramid of Intervention - A formalized process of differentiated strategies to support students.

Rubric - Describes what work must look like to be fully operational, operational, emergent, or not addressed. Rubrics are needed to minimize subjective judgments of performance assessments.

Safe Harbor – If the confidence interval approach and then multi-year averaging do not enable a group of students to meet AYP, safe harbor is the last step in determining that status. To make safe harbor, a group must decrease the percent of students in a group not meeting proficient/advanced levels by 10% from the previous year. The group must also meet the additional academic indicator requirement.

School Improvement Plan – The school improvement plan is aligned to the system balanced scorecard and system improvement plan as the strategic and operational plan for the school.

Second Step Prevention Program – Program designed to promote positive student engagement.

Stakeholders – An individual or group with an interest in the success of an organization in delivering intended results and maintaining the viability of the organizations services. In education these include staff, teachers, parents, community, etc.

Standards-Based Classroom - A standards-based classroom is a classroom where teachers and students have a clear understanding of the expectations (standards). They know what they are teaching/learning each day, why the day's learning is an important thing to know or know how to do, and how to do it. They also know that they are working toward meeting standards throughout the year…that standards-based learning is a process not an event.

Performance standards provide clear expectations for assessment, instruction, and student work. They define the level of work that demonstrates achievement of the standards, enabling a teacher to know "how good is good enough." The performance standards isolate and identify the skills needed to use the knowledge and skills to problem-solve, reason, communicate, and make connections with other information. Performance standards also tell the teacher how to assess the extent to which the student knows the material or can manipulate and apply the information.

Strategic Goal Areas or goals - Educational balanced scorecards typically have between three to five strategic goal areas which provide a framework to describe the organization's mission, vision and strategy. Strategic Goal Areas are often referred to as Strategic Perspectives because they highlight the key strategic areas that an organization must attend to as it moves to achieve its mission.

Strategy – How an organization intends to accomplish its vision and maximize future success; a focused approach, or "game plan". Strategy is systematic and makes the value proposition for the connection of the organization's mission, goals, objectives and initiatives.

Strategy Map – A visual display of the aligned strategy elements of a strategic direction/plan. It displays the cause-effect relationship among the objectives that make up the organizations strategy. It usually shows the strategic goal areas (perspectives) on the left side of the chart with the performance objectives mapped beside each linked by cause and effect arrows.

Student Engagement - the student is involved with a task, activity or work that is associated with a result or outcome that has clear meaning and relatively immediate value.

Student Record – The Student Record, a summative file of all students enrolled for any duration in any public school in Georgia during the academic year, is matched with test records in order to obtain student demographic information for the purposes of disaggregating test results on the basis of racial/ethnic categories, gender, disability, limited English proficiency, migrant status, and socioeconomic status.

Students with Disabilities – Students who are determined by an individualized education program (IEP) team or hearing officer to have one or more specified impairments that necessitate special education or related services.

Summative Assessment – Formal assessments are administered at key juncture points in a student's education (e.g., at the conclusion of a unit, grading period, course of study) to evaluate the extent to which the student has mastered required Georgia Performance Standards and related learning goals. Examples include (but are not limited to): End-of-unit tests, state assessments, final exams.

Supplemental Educational Services – Instruction provided to students outside of the regular school day.

System Improvement Plan (System Strategic Improvement Plan) – The system level improvement plan that is aligned with system strategic goals or goal areas and serves as the strategic and operational improvement plan for the school system. The system improvement plan is based on a continuous improvement approach.

Testing Window – The dates during the school year when annual assessments are given. Testing dates are set and published each year by the Georgia Department of Education (GaDOE). See the GaDOE website for additional information. http://www.doe.k12.ga.us/

Title 1 of NCLB – The federal education program that provides funds to help schools and school systems improve the achievement of educationally disadvantaged students through additional instruction for students, professional development for school staff and activities to help parents support their children's education.

Twenty-first Century Classrooms – This term usually means a renewed commitment to familiarizing students with the hardware, software and services that can prepare them to meet challenges of the new millennium. Most 21st Century Classroom initiatives also are designed to help students develop the ability to communicate, collaborate, think critically, utilize media to gather information and incorporate awareness of the world around them.

United States Department of Education (USED) – The U. S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education. It assists the President in executing his education policies for the nation

and in implementing laws enacted by Congress. The Department's mission is to serve America's students – to ensure that all have equal access to public education and to promote excellence in our nation's public schools. USED has responsibility for ensuring that states comply with the No Child Left Behind Act of 2001, enacted on January 8, 2002.

Vision – The statement of an organization's picture of future success which communicates; where it wants to be in the future. The vision helps to determine the organization strategic perspectives.

Walk Throughs – Short classroom observations

Acronym List:
>   AP - Advanced Placement
>   AYP - Adequate Yearly Progress
>   CRCT - Criterion-Referenced Competency Tests
>   CTAE – Career, Technical, and Agricultural Education
>   EIP - Early Intervention Program
>   ELL - English Language Learners
>   EOCT - End-of-Course Tests
>   ESOL - English to Speakers of Other Languages
>   GAPSS – Georgia's Keys to Quality - Georgia Assessment of Performance on School Standards
>   GHSGT - Georgia High School Graduation Tests
>   GHSWT - Georgia High School Writing Test
>   GLISI - Georgia's Leadership Institute for School Improvement
>   GKIDS - Georgia Kindergarten Inventory of Developing Skills
>   GPS - Georgia Performance Standards
>   IR - Georgia's Keys to Quality – Implementation Resource
>   LEADing Edge Academy - Learning, Energized, Accountable, Disciplined
>   NCLB - No Child Left Behind
>   SACS CASI - Southern Association of Colleges and Schools Council on Accreditation and School
>   Improvement
>   SNP – School Nutrition Program
>   SK – Georgia's Keys to Quality – School Keys
>   SST – Student Support Team
>   SWD – Students with Disabilities
>   WIDA - World-Class Instructional Design and Assessment (WIDA)