PIKE ROAD SCHOOLS
STRATEGIC PLAN
2019-2024
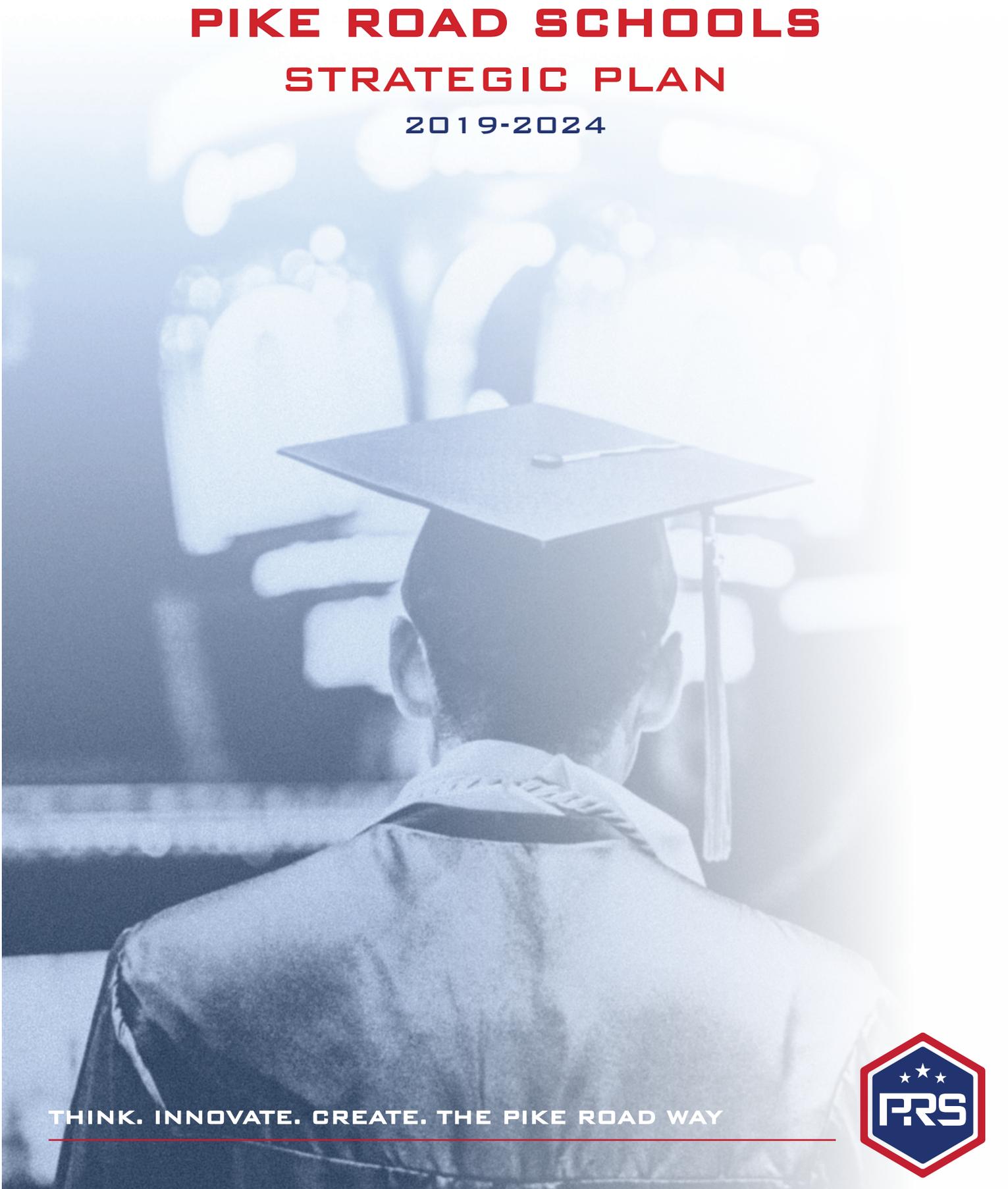
THINK. INNOVATE. CREATE. THE PIKE ROAD WAY

Pike Road Board of Education
(left - right) Torre Smith, Jarrod Williams, Tommy M. Ratliff, Raymond J. Hawthorne, Jr.- Board President, Cacyce Davis Board Vice President, and Dr. Charles Ledbetter Superintendent of Education

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The Pike Road Way

Our Vision

Our students are lifelong learners who use their knowledge, skills, and influence to make the world a better place.

Our Mission

To create a culture of intellectual curiosity where all students have ownership over their learning and are inspired to think, innovate, and create.

What is Strategic Planning?

Strategic planning is the core of any organization's sustained success. The Pike Road School System is proud to have a plan developed by the community, parents, staff, and learners that guides the decision making process for the long-term success and growth of our school system.

We are grateful to all that chose to participate in this endeavor whether by survey, by focus group, at the forum, or by serving on the steering committee. We believe that our mission, vision, and the effective implementation of our plans will have lasting effects on the success of learners and our entire community.

PRS Board of Education

Raymond J. Hawthorne, Jr.
Board President

Cacyce Davis
Board Vice President

Tommy M. Ratliff
Board Member

Torre Smith
Board Member

Jarrod Williams
Board Member

Superintendent of Education

Dr. Charles Ledbetter

The Process

In August 2018, the Pike Road Board of Education partnered with Burke Enterprises, LLC to begin the strategic planning process. Goals for this project included (1) maximizing community, employee, parent, and learner input; (2) eliciting the needs, desires, strengths, and concerns of stakeholders; (3) examining the current status of the school system; and (4) formulating goals, action steps, and strategies to inform decision making and priorities for the system's immediate and long range future.

Surveys of Board members, system administrators, learners in grades 3-11, parents, employees, and community members yielded responses from 1,233 individuals. A community forum was held at Pike Road Middle School on November 1, 2018. The 98 attendees engaged in small group discussions on system strengths, needs, concerns , and participants' desires for the future of the system. Focus group interviews on each campus provided valuable information on learner priorities and ideas. A steering committee of community members, employees, and parents met three times to examine school system data, to provide input on future needs, and to discuss strengths, concerns, and opportunities for the system's future.

Burke Enterprises staff compiled and presented all survey and forum data, comments, suggestions, and questions for the Board's and the committee's consideration. Draft goals, strategies, and indicators of success were presented to the Board on December17, 2019. An approved plan was adopted by the Board on December 20 ,2018.

Steering Committee Members

Betsy Atkins	Alicia Hernandez	David Sikes
Will Beason	Dr. Mona Hurston	Doug Singleton
Angie Bradsher	Reed Ingram	Rob Steindorff
Lynell Carr	Jason Isbell	Randy Stokes
Dustin Daehn	Dr. Ken Johnson	Gordon Stone
Cacyce Davis	Ryan Kendall	Derrick Vinson
Britany Fureigh	Erin Knight	Bridget Weatherford
Amanda Fuller	Jennifer Michaels	Cyndal Whiten
Beth Furhman	Nathan Norris	Dr. Vic Wilson

STRATEGIC PLANNING

Timeline

- Aug. 27, 2018 / **Board Overview and Initial Planning**

- Sept. 11, 2018 / **Board and Administrator Surveys Open**

- Sept. 27, 2018 / **Committee Meeting I**

- Oct. 8, 2018 / **Board Work Session I**

- Oct. 11, 2018 / **Committee Meeting II: Community Surveys Open**

- Oct. 22, 2018 / **Interviews and Data Collection**

- Oct. 22, 2018 / **Board Work Session II**

- Oct. 30, 2018 / **Learner Surveys Open**

- Nov. 1, 2018 / **Community Forum 6 - 8 p.m.**

- Nov. 8, 2018 / **Surveys Close**

- Nov. 7, 2018 / **Learner Focus Group Interviews**

- Nov. 13, 2018 / **Board Work Session III**

- Nov. 15, 2018 / **Committee Meeting III**

- Dec. 11, 2018 / **Board Work Session IV**

- Dec. 17, 2018 / **Board Work Session V**

- Dec 20, 2018 / **Board Adoption**

Participation & Attendance

81
Steering
Committee
Meetings (3)

9/27 | 10/11 | 11/15

98
Community Forum

11/1

22
Administrator and
Board Surveys

9/11 - 10/30

648
Learner Surveys

10/30 - 11/8

563
Community,
Parent, Employee
Surveys

10/11 - 11/5

32
Interviews
(Learner and
Employee)

10/22 - 11/7

TOTAL PARTICIPATION: 1,444

Summary

Town of Pike Road leaders and citizens began planning for Pike Road Schools in 2004. They met with several experts in the field. Because of their focus on best practices and continuous learning, they decided to be a Professional Development System (PDS).

On December 22, 2010, Mayor Gordon Stone and the Pike Road Town Council passed a resolution creating Pike Road Schools, separating from Montgomery Public Schools. On May 28, 2013, Mayor Gordon Stone and the Pike Road Town Council appointed five Board of Education members.

On February 25, 2014, the Pike Road Board of Education named Dr. Suzanne Freeman to be its first superintendent. The school system opened for learners August 13, 2015 in its first building (The Founding Campus). Initially, the system served 950 learners in grades K through 8.

The Pike Road Historical School was renovated in 2016 and opened to learners in grades 7-10 in August, 2017.

The second Superintendent, Dr. Charles Ledbetter, began serving as superintendent on June 1, 2017. The Georgia Washington Campus and School was purchased in May, 2018 and opened in August, 2018, housing learners in grades 8-11.

The first senior class for Pike Road High School will graduate in May, 2020.

From Left to Right: Tommy Ratliff, PRS Board Member. Doug Singleton, Montgomery County Commissioner. Pike Road Mayor Gordon Stone. Betsy Atkins, Pike Road Council Member. Jarrod Williams, PRS Board Member. Chris Dunn, Pike Road Council Member.

OUR BELIEFS

PRS Was Founded on the Following Guiding Principles: Think. Innovate. Create

We Believe:

» Intellectual growth occurs when learners are genuinely engaged in their learning.

» Students are more engaged when they are solving real problems for a real audience.

» Meaningful learning can occur any time and at any location.

» Learners will do challenging work when failure is embraced as a valuable part of the learning process and they feel safe and valued.

» Community members are valuable partners and must be involved in their schools.

» All members of the school community should treat each other like family.

» Every member of the school community contributes to student learning and should be a continuous learner.

» Teachers are designers, facilitators, navigators, mentors, encouragers, and leaders who continuously work on improving the learning experiences designed for learners and are highly respected experts who have a global impact on teaching and learning.

» Parents are valuable partners and members of the school community.

» The superintendent and principals are lead learners and are highly respected experts who have a global impact on teaching and learning.

» The superintendent and school board function as a team, advocate for learners, create capacity and build community.

Enrollment

- **PRHS** (8 to 11) **513**
- **PRES** (Pre-K to 4) **850**
- **PRMS** (5 to 7) **500**
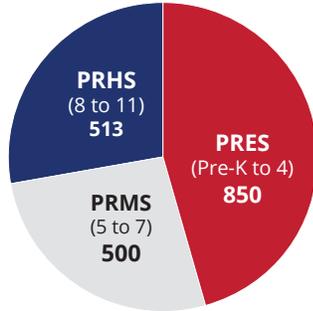
1,863 Total Enrollment
(10/1/18)

School Buses:
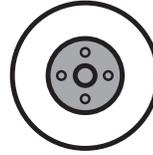
Current Fleet of 22 Buses
1,487 Learners Transported Daily
1,671 Miles Traveled Daily
1 Bus = $87,000

Teacher Degrees

- Master's + (7)
- Bachelor's 47
- Master's 64

Employees:

- **42** Part-Time
- **193** Full-Time

Financial

- **Local** 2,058,872
- **Federal** $594,141
- **State** 11,247,599
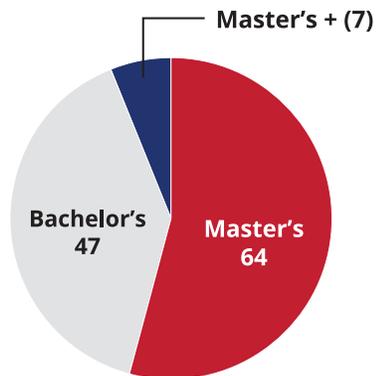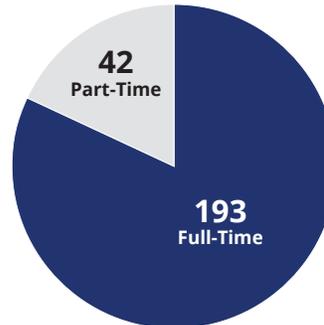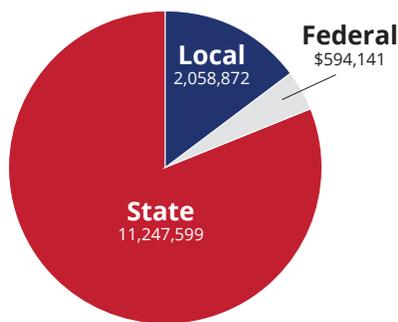
NOTE: *Local does not include debt service or fixed assets

Facilities Square Feet:

- **Elementary School 108,745**
- **Middle School 46,783**
- **High School 104,568**

(x-axis: 0, 20000, 40000, 60000, 80000, 100000, 120000)
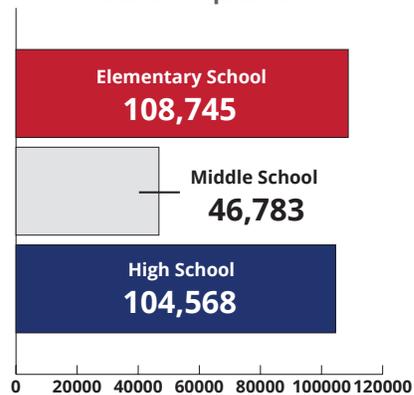
Total Sq Ft: 260,096

SYSTEM FACTS

Core Academics and Advanced Courses

- 5 A.P. Courses for High School
- (66% qualifying scores)
- 5 Honors courses - Middle and High School
- Dual enrollment and distance learning
- A+ College Ready Grant for Cohort 11

Sports and Athletics

- 18 Varsity Sports
- 6 Junior Varsity Sports
- 18 Middle School Sports
- 250+ student athletes

State Report Card 2018

Pike Road Elementary (K-6) 84 B
Pike Road Historic School (7-10) 88 B

Gained SACS/AdvancED Accreditation

NCA CASI • NWAC • SACS CASI
ACCREDITED
AdvancED

January 2018

Fine Arts Program

- High School Band, Choir, Show Choir, Theater (164 learners)
- Middle School Arts Classes and Specials (100 learners)
- Elementary Art and Makerspace
- (integrated in core curriculum; all
- learners)

Career Tech Programs

4 Career Academies
- Agriculture
- STEM
- Business Admin & Health
- Science

3 Courses
- Graphic Design
- Music Production
- Robotics

STRENGTHS

School System strengths and points of pride were identified by forum participants, survey comments, and interviews.

» Dedicated, passionate, and creative lead learners and administrators

» Zero debt, support from Town for debt service and fixed assets

» Supportive parents

» Feeling of community and inclusiveness

» Safe Schools

» Attractive elementary and middle school facilities

» Collaborative and cooperative relationship with local government

» Focus on hands-on, project based learning activities

» Being a professional development system; example for others

» Incorporation of digital learning and technology resources for learners

» Reputation of the system as a place for high quality education, innovation

CHALLENGES

School System challenges and concerns were identified by forum participants, survey comments, and interviews.

» Rapid growth and increased enrollment are straining facilities and resources

» Larger class sizes make project-based learning difficult

» Potential for lead learner "burn-out"; concerns about employee turn-over and lead learner retention

» Effective management of disruptive students, concerns about discipline plans

» Difficulties for learners new to the system to assimilate, be successful

» Intervention strategies and programs needed for struggling learners; there is an achievement gap

» Lack of time for lead learner planning, mentoring, professional development to provide consistent instruction

» Need for more advanced courses, ways to motivate and challenge advanced learners

» Need for clear communication on learner progress and achievement

» Need for balance between academics and athletics; between digital and traditional instruction

OPPORTUNITIES

School System opportunities were identified by forum participants, survey comments, and interviews.

» Proximity to higher education institutions creates opportunity for partnerships, advanced learning for students

» Willingness of local business and industry to partner with schools for career awareness, mentoring, job shadowing

» Influx of new families adds to diversity, multi-cultural learning opportunities

» Proximity to museums, cultural events and venues, and to capitol creates learning opportunities outside the classroom

Founding Campus: Pike Road Elementary School

STRATEGIC GOALS

Overview

Goals for the Strategic Plan were identified from stakeholder feedback, from school system data analysis, and from priorities designed to align targets with AdvancED accreditation standards, Alabama accountability standards, and established standards and benchmarks for outstanding school systems.

Goal 1

Achieve and sustain excellent governance and leadership

Goal 2

Achieve and sustain excellent teaching and learning

Goal 3

Achieve and sustain excellent facilities, resources, and support systems

Goal 4

Establish and sustain excellent collaborative relationships and partnerships to support learner achievement
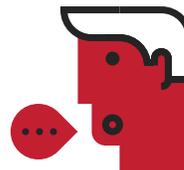
Goal 5

Demonstrate commitment to continuous improvement through excellent systems of communication

Achieve and maintain excellent governance and leadership
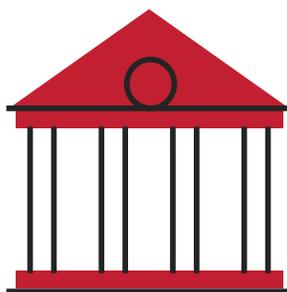
Goal 1.1

Sustain qualified, effective, innovative Board of Education members.

Goal 1.2

Sustain and support qualified, effective, innovative system and school leaders.

Goal 1.3

Provide opportunities and programs to involve learners, parents, community members, and appropriate other agencies in collaborative efforts to improve school system governance.

GOAL 1.1

Sustain qualified, effective, innovative Board of Education members.

Strategy

1.1.1
Develop and retain highly qualified, dedicated, effective Board members.

1.1.2
Provide high quality orientation and on-going training for Board members on local, state, and national education issues and on data-driven research-based practices for improving student achievement and effective Board operations.

1.1.3
Maintain effective Board policies on which to base sound decisions, effective procedures and fair, consistent adherence to laws, rules, and guidelines.

1.1.4
Encourage, support and recognize continuing education, participation in leadership development programs, and attainment of credentials of distinction by Board members.

1.1.5
Encourage support and recognize Board member participation in school and community events, programs, and activities that build positive community relationships and engender support and increasing resources for improved student achievement.

1.1.6
Establish and implement an effective program of Board evaluation and self-evaluation of performance, practices, and programs.

Sustain and support qualified, effective, innovative system and school leaders.

Strategy

1.2.1

Recruit, develop and retain highly qualified, effective, and innovative system and school administrators.

1.2.2

Provide ongoing, effective high quality professional development for system and school administrators.

1.2.3

Encourage, support and recognize continuing education, participation in leadership development programs, and attainment of credentials of distinction by system and school administrators.

1.2.4

Encourage, support and recognize administrator participation in school and community events, programs, and activities that build positive community relationships and engender support for improved student achievement.

1.2.5

Establish and/or participate in programs of leadership development that encourage and prepare lead learners, aspiring administrators, and other staff for possible future school or system level leadership roles.

1.2.6

Implement effective administrator evaluation systems that result in improved performance, on-going formative professional plans, and personal goal setting and goal attainment.

GOAL 1.3

Provide opportunities and programs to involve learners, parents, community members, and appropriate other agencies in collaborative efforts to improve school system governance.

Strategy

1.3.1

Include learner, parent, community and appropriate agency representatives on advisory panels, continuous improvement plan committees, accreditation committees, federal programs and CTE advisory committees, and any other collaborative group engaged in establishing, reviewing or revising school or system plans, programs, rules, policies, and procedures.

1.3.2

Identify and implement effective leadership development programs for learners, lead learners, administrators, and support staff.

1.3.3

Regularly collect, analyze and disseminate summary information to system stakeholders on system and school accomplishments, benchmark measures, standards, and goals for improvement to inform their participation in decisions that impact governance (referenda, elections, capital campaigns, volunteerism, involvement programs, etc.)

1.3.4

Collect, analyze and utilize public comments, suggestions, ideas and concerns about school system governance and leadership gathered through surveys, website submissions, correspondence, meetings, forums, and dialog opportunities.

Achieve and maintain excellent governance and leadership

Indicators of Success

- » Number of successful Board trainings

- » Board members earning

- » required training credit hours

- » Updated, effective policies

- » Board awards and honors (individual and collective)

- » Board participation at school and community events

- » Successful Board evaluations

- » Number of highly qualified, effective administrators

- » PD hours earned by administrators

- » Administrator awards and honors
- » Administrator participation in school and community events

- » Successful administrator evaluations

- » Participation in leadership

- » development activities, mentoring, coaching

- » Successful advisory groups, parent organizations, booster clubs, and community co- sponsored events

- » learner participation in leadership development programs

- » Positive feedback on leadership performance on climate surveys, at forums, through correspondence or social media.

Achieve and maintain excellent teaching and learning
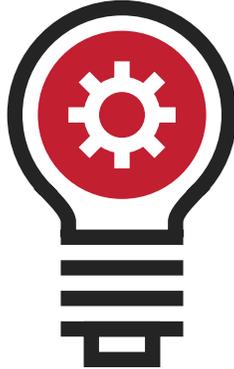
Goal 2.1

Provide meaningful, rigorous, relevant, high quality instruction to meet the needs of all learners.

Goal 2.2

Improve student achievement to meet or exceed annual learning goals, to close achievement gaps, and to make annual progress toward the target graduation rate of 100%.

Goal 2.3

Provide highly qualified, highly effective personnel to meet the needs of the instructional program.

Goal 2.4

Collect, analyze, report and effectively use student achievement and performance data for improved teaching and learning.

GOAL 2.1

Provide meaningful, rigorous, relevant, high quality instructions to meet the needs of all learners.

Strategy

2.1.1
Ensure that course content, course offerings, and aligned curriculum enable learner success during and after K-12 education for college-bound and non-college-bound graduates.

2.1.2
Ensure appropriate, engaging instructional practices and effective teaching for all learners; identify individual and group achievement gaps and implement effective strategies to close gaps.

2.1.3
Ensure that programs of instruction, co-curricular and extracurricular activities, enrichment opportunities, fine arts and elective courses, and remediation programs are engaging, equitable, and accessible to all learners.

2.1.4
Ensure that instruction is designed and delivered to be engaging, inclusive, and success-oriented, addressing academic, emotional, social, interpersonal, technical, and physical needs and skills).

2.1.5
Engage lead learners, support staff and administrators in strategic, collaborative, effective planning for instruction that is challenging, appropriately paced, and aligned with ALSDE courses of study, with assessments, and college- career readiness measures.

2.1.6
Add or expand programs and course offerings to improve learner success when financially possible to include:

- » Pre-K programs and classrooms
- » Additional and expanded fine arts courses (dance, theatre, music, art)
- » Expanded gifted education programs
- » Additional Career Technical Education programs
- » Early identification and intervention for vulnerable learners
- » Additional AP, honors, dual enrollment, distance learning courses
- » Additional competitive and non-competitive sports and athletics

GOAL 2.2

Improve student achievement to meet or exceed annual learning goals and to make progress toward the target graduation rate of 100%.

Strategy

2.2.1
Implement and monitor successful continuous improvement plans at all schools to improve student achievement among all sub-groups and at all grade levels.

2.2.2
Establish successful programs to maximize student achievement for learners with diverse needs (academically at-risk, non-traditional, special needs, gifted, ELLs, Pre-K)

2.2.3
Implement effective programs of learner assessment, learner progress reporting, and instructional monitoring to provide early intervention and productive remediation that enables all learners to meet or exceed academic standards.

2.2.4
Identify and implement instructional strategies and learner experiences that result in increased student learning of life skills for success at all grade levels to include: career awareness, communication, responsibility, integrity, perseverance, compassion, collaboration, problem-solving, creativity, and financial literacy.

Provide highly qualified, highly effective personnel to meet the needs of the instructional program.

Strategy

2.3.1

Recruit, employ, develop and retain highly qualified, effective lead learners and instructional support personnel.

2.3.2

Ensure effective pupil/instructional staff ratios at all schools, to include adequate numbers of non-certified staff

2.3.3

Encourage and recognize outstanding instruction and employee accomplishments.

2.3.4

Implement effective employee evaluation systems that result in improved performance, on-going professional development, and high quality employee training programs.

2.3.5

Encourage, support, and recognize continuing education, National Board Certification, and attainment of credentials of distinction for all personnel.

GOAL 2.4

Collect, analyze, and effectively use student achievement and performance data for improved teaching and learning, for program and practice evaluation, and for family information.

Strategy

2.4.1

Establish and maintain effective collection, analysis and use of standardized test results, grades, formal and informal classroom assessments, benchmark testing, and approved measures of knowledge and skills to inform decision-making and instructional planning.

2.4.2

Maintain and document effective use of data meetings and instructional coaching programs that enable lead learners to differentiate and individualize instruction and to evaluate the effectiveness of programs and instructional practice.

2.4.3

Provide high quality professional development for lead learners, instructional staff, and administrators on the effective use of data in instructional planning, strategic teaching, and evaluation of programs.

Achieve and maintain excellent governance and leadership

Indicators of Success

» Number and percentage of learners who meet or exceed academic standards

» Number and percentage of college-career ready graduates.

» Measured decreases in individual and sub-group achievement gaps.

» Successful curriculum audits, accreditation reports, and State report card results.

» Number of highly qualified, effective lead learners and instructional support staff.

» Staff professional development hours.

» Teacher honors, awards, advanced degrees, and recognitions.

» Successful lead learner and support staff evaluations

» Number of AP, honors courses and number of AP qualifying scores.

» Number of added arts, CTE, AP, honors, Pre-K, and elective courses.

» Number of sports, athletics, and extracurricular activities with participation numbers.

» Successful student achievement results on assessments; learner honors, awards, scholarships, and credentials.

» Positive feedback on student achievement and lead learner performance on climate surveys, at forums, through correspondence or social media.

GOAL 3: OVERVIEW

Achieve and sustain excellent facilities, resources, and support systems
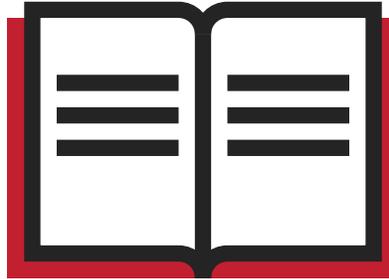
Goal 3.1

Locate, renovate, and create facilities to provide the safe, secure, supportive and attractive learning environments for all programs and appropriate venues for all activities.

Goal 3.2

Provide, maintain and allocate up-to-date technology and other essential equipment and resources to deliver high quality instruction, to provide effective communication, and to support student achievement.

Goal 3.3

Collect, analyze, and effectively use financial, demographic, and resource use data to inform and guide fiscal decision making and planning.

Goal 3.4

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

GOAL 3.1

Locate, renovate, and create facilities to provide the safe, secure, supportive and attractive learning environments for all programs and appropriate venues for all activities.

Strategy

3.1.1

Make the best use of current facilities and plan future facilities to enhance student achievement and maximize learning and participation opportunities for all learners.

3.1.2

Provide an effective program of maintenance, cleanliness, and upkeep of all buildings, grounds, furnishings, and equipment.

3.1.3

Locate and construct schools, building additions, and facilities for system activities based on objective criteria including demographic data, learner travel times, and program needs.

3.1.4

Regularly review, revise, and communicate results of facilities inspections, audits and safety procedures to ensure the health, wellness, and safety of learners and employees.

3.1.5

Review, revise and communicate an effective comprehensive systemwide code of student conduct with appropriate, consistently enforced consequences for disciplinary infractions.

3.1.6

Review, revise and communicate effective school safety plans that meet or exceed state standards, and that are coordinated with local emergency management, law enforcement, and government agencies.

GOAL 3.2

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.

Strategy

3.2.1

Provide increased access to and creative use of technology resources and improve system technology infrastructure and support.

3.2.2

Enhance and expand the use of technology and other resources to improve internal and external communication, the exchange of information, and the collection and analysis of data to inform decisions.

3.2.3

Acquire and maintain essential equipment and instructional resources to provide successful Career Technical Education, fine arts, and athletic programs.

GOAL 3.3

Collect, analyze, and effectively use financial, demographic, and resource use data to inform and guide fiscal decision making and planning.

Strategy

3.3.1

Establish and maintain effective collection, analysis and use of attendance, discipline, learner activity participation and any other appropriate data to inform decision making by lead learners, staff, and administrators.

3.3.2

Collect, analyze and use data from lead learner and staff attendance reports, performance evaluations, and participation in professional development and school activities to improve and promote positive school/workplace climate.

3.3.3

Establish and maintain effective procedures and processes for colleting, analyzing, and reporting financial, demographic, and fiscal planning data to maximize and ensure equitable distribution of system financial resources.

3.3.4

Develop, implement, and maintain reliable financial, demographic, resource, and needs assessment data to provide effective, equitable long-range facilities and instructional program planning and to assist in efforts to secure additional resources by all appropriate means.

GOAL 3.4

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

Strategy

3.4.1
Provide safe, efficient, and equitable transportation services for all learners.

3.4.2
Provide effective health and wellness programs to improve student health, wellness, and capacity for learning.

3.4.3
Provide effective programs and services to improve employee health, wellness, safety, attendance rates, job performance, and work satisfaction.

3.4.4
Provide effective child nutrition programs to support increased student health/wellness and increased student achievement.

Achieve and sustain excellent facilities, resources, and support systems

Indicators of Success

» Number of classrooms, square footage and acreage of facilities

» Budgets for added or renovated buildings, venues, facilities enhancements

» Security system and safety reports

» Safety inspection reports

» Health department reports and ratings of food service facilities and programs

» discipline reports, SIR end-of-year data

Attendance data reports for learners and staff
» Maintained or added number of technology devices, enhancements to infrastructure, and systems

» Number of participants in arts, sports, and extra-curricular activities.

» Teacher retention and turn-over data reports

» Increased social media presence, likes, shares, followers

» Clear financial audits

» Maintenance of required operating reserves

» Transportation safety reports and route records

» Food service fund balances

» Positive feedback about facilities, grounds, transportation and other support programs climate surveys, at forums, through correspondence or social media.

GOAL 4: OVERVIEW

Establish and sustain excellent collaborative relationships and partnerships to support student achievement
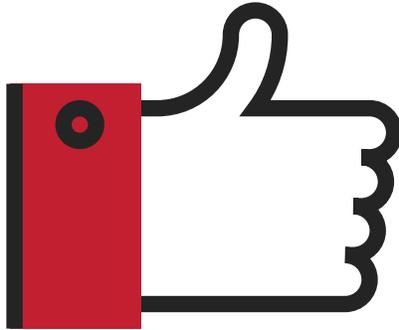
Goal 4.1

Establish, maintain and expand collaborative relationships with parents, families and the community to maximize learner success.

Goal 4.2

Establish, maintain and expand effective partnerships with post-secondary institutions, business-industry, community agencies and other groups to maximize learner success.

GOAL 4.1

Establish, maintain and expand collaborative relationships with parents, families and the community to maximize learner success.

Strategy

4.1.1
Initiate, monitor, and maintain effective, responsive programs of home-school communication using varied delivery methods and participation options.

4.1.2
Increase programs and activities that support community school interaction and collaboration (mentoring, sponsorships, exchanges, teams, visitation, advisory committees, collaborative grants, clubs, task forces, internships, job shadowing, etc.)

4.1.3
Solicit and implement ideas from parents, families and community members for expanding collaborative relationships.

4.1.4
Ensure effective, collaborative student support relationships with families and appropriate agencies to provide career guidance, post-secondary success, citizenship education, and healthy lifestyle choices.

4.1.5
Establish and maintain comprehensive and effective parent-family involvement and parent education programs at all schools.

GOAL 4.2

Establish, maintain and expand effective partnerships with post-secondary institutions, business industry, community agencies and other groups to maximize learner success.

Strategy

4.2.1

Identify potential partner agencies, organization and groups and implement successful practices for establishing and maintaining effective partnerships.

4.2.2

Initiate, maintain and expand a variety of partnerships at school and system levels to positively impact student achievement and learner success at all grade levels.

4.2.3

Identify and seek grants, endowments, scholarships, and donations with partner agencies, groups, organizations, and other educational institutions to increase resources for learner success.

Establish and sustain excellent collaborative relationships and partnerships to support student achievement

Indicators of Success

- » Parent participation at events, activities
- » Public participation at events, activities
- » Government, agency, civic organization, and postsecondary institution partnerships
- » Participation in mentoring, job-shadowing, career exploration activities
- » Scholarships, grants, awards resulting from collaborative efforts with partners
- » Classes adopted
- » Media coverage of system events and activities
- » Parent and public interaction on social media
- » Positive feedback about facilities, grounds, transportation and other support programs climate surveys, at forums, through correspondence or social media.

Demonstrate commitment to continuous improvement through excellent systems of communication
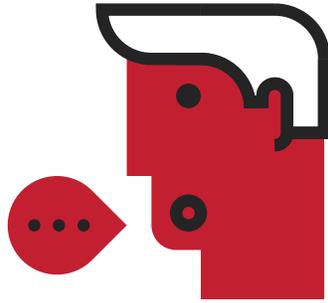
Goal 5.1

Effectively use continuous improvement and accreditation monitoring plans to increase student achievement, to evaluate school and system success, and to guide decision making

Goal 5.2

Disseminate, publish and provide access to school system data (achievement, climate, fiscal, etc.) to demonstrate accountability, enhance credibility, and to enhance support for programs and plans.

Goal 5.3

Monitor, evaluate and report on the school system strategic plan.

GOAL 5.1

Effectively use continuous improvement and accreditation monitoring plans to increase student achievement, to evaluate school and system success, and to guide decision making

Strategy

5.1.1

Analyze, monitor, and evaluate school continuous improvement plans annually according to established benchmarks, state accountability measures, and school system strategic goals.

5.1.2

Maintain system accreditation, utilizing the accreditation monitoring and reporting processes to promote and achieve improvement toward system strategic goals.

5.1.3

Engage in regular orientation and comprehensive training for school system personnel in the effective use of improvement plans, accreditation plans, and accountability measures.

5.1.4

Monitor, evaluate, and communicate improvement strategies as adjusted, increased, or modified to reach and exceed benchmark measures, accountability targets, and system strategic goals.

5.1.5

Regularly publish and celebrate progress toward and accomplishment of school system strategic goals, continuous improvement goals, and accountability targets.

Disseminate, publish and provide access to school system data (achievement, climate, fiscal, etc.) to demonstrate accountability, enhance credibility, and to enhance support for programs and plans.

Strategy

5.2.1

Develop and implement activities and events that engage leaders, educators, community members, families and media in collaborative discussions, surveys, regional and school-based dialog, and information-rich data exchange for accountability and decision-making.

5.2.2

Expand effective uses of communication technology and social media by employees and learners through on-going professional development and the implementation of effective technology instruction.

5.2.3

Enhance and expand the use of technology, media and other resources to improve internal and external communication, accountability, and exchange of information to support learner success.

Monitor, evaluate and report on the school system strategic plan.

Strategy

5.3.1

Identify, orient and train personnel and community representatives to review, evaluate and report on the progress of the strategic plan implementation at agreed upon intervals.

5.3.2

Publish information to stakeholders at least annually on strategic plan activities, accomplishments, revisions, or modifications.

5.3.3

Establish time-lines and procedures for on-going strategic planning to ensure that new goals, strategies and action steps are relevant, effective, and timely for subsequent plans and sustained continuous improvement.

Demonstrate commitment to continuous improvement through excellent systems of communication

Indicators of Success

- » State Report Card
- » Accreditation Report
- » Media coverage
- » School Continuous Improvement Plans
- » Communication plans, social media posts, correspondence,
- » publications
- » Strategic Plan Reports
- » Post graduation follow-up data
- » Positive feedback about communication, accountability, and system progress on climate surveys, at forums, through correspondence or social media

NOTES

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PIKE ROAD SCHOOLS

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