# Long County Schools



# 2015
# Strategic Planning Report

## OUR MISSION

*Our mission is to ensure a quality education for all students
by providing a safe and effective learning environment where
all students have the opportunity to be challenged and academically successful.*

## OUR VISION

*Long County School will be an exemplary school system
where ALL students meet or exceed local, state, and
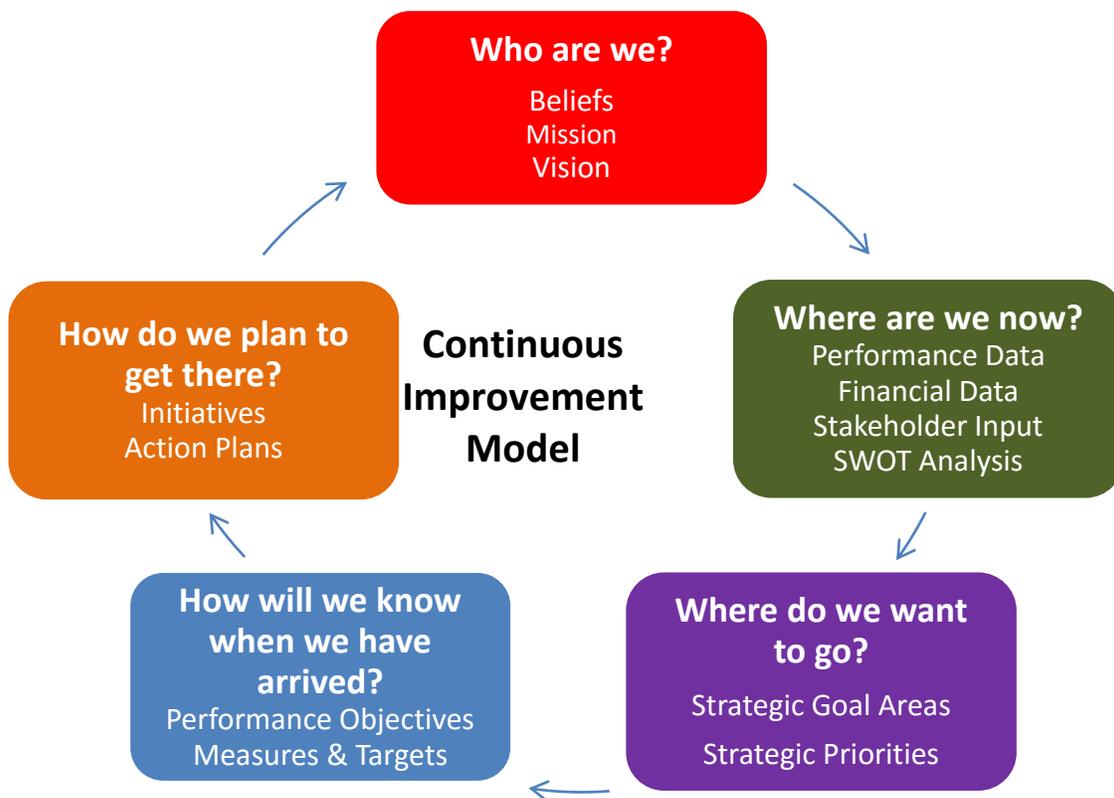federal accountability measures.*

**GSBA**

**GLISI** Georgia Leadership Institute for School Improvement

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The Board of Education of the Long County School District voted to use a process developed by the Georgia School Boards Association (GSBA) and Georgia Leadership Institute for School Improvement (GLISI) to develop an updated strategic improvement plan for the school district. This comprehensive process engaged the community and all stakeholder groups to create universal ownership and support for district and school improvement. Highlights of the process include:

- A comprehensive community engagement component to allow stakeholders to have a voice in the strategic improvement planning process
- A diverse planning team that represented stakeholder groups to develop the plan
- A facilitated planning process that assisted the planning and action teams in analyzing the strengths, weaknesses, opportunities and threats of the school district and developing/defining the mission, vision, beliefs, goal areas and elements of the strategic improvement plan
- A facilitated process to work with experts within the district and community on developing initiatives and action steps to implement the plan

**Who are we?**
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The strategic improvement planning process follows a continuous improvement cycle designed around the five questions listed in the visual above. This process begins with a community engagement session and survey of stakeholders. The entire process usually takes 8-10 months to complete and is divided into the following phases.

**Phase I**

Community Engagement:  On May 8, 2014, the strategic improvement planning process began with a community engagement session, involving representatives from all stakeholder groups and a stakeholder survey to gather vital input from the community.

Planning Team:  On September 11-12, 2014 a group of 32 people representing stakeholder groups from the school board, central office, schools, parents, students, business and other community representatives were assembled to answer the questions: "Who are we", "Where are we now", and "Where do we want to go". Specific outcomes include a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, developing beliefs, mission and vision for the district, and developing strategic goal areas and priorities for the strategic improvement plan.

Action Teams:  In November/December 2014 three smaller teams totaling 28 people were assembled to answer the question "How will we know when we have arrived".  The action teams looked at each proposed strategic goal area and identified the measures and targets to answer this question.  Additionally, the action teams suggested initiatives and action steps that might be needed to answer the fourth question of the GSBA Strategic Improvement Planning Process, "How do we plan to get there".

Action Team Report to Planning Team:  On January 29, 2015 the Action Teams delivered a report of their work back to the Planning Team.  The planning team reviewed the action team's work, discussed priorities, implications and made recommendations for additions or changes that might be needed.

**Phase II**

GSBA/GLISI Report to the Board of Education:  In March 2015, the plan will be presented to the Board of Education. The board will review the report, offer input and consider approval of the plan for FY 2016-2018.

**Phase III**

Alignment:  The plan initiatives and action steps will be aligned to the districts and school budgets, as well as board, superintendent and leader evaluations.  Additionally, school improvement plans and other system action plans will be aligned with the new strategic improvement plan.

**Phase IV**

Execution, Monitoring and Reporting:  After alignment of the plan, district and school staff in conjunction with the board will execute, monitor, and report on the plan as well as ensure an ongoing process to review and update the plan as needed.

Strategic plan mid-year and summary updates will be provided to the Board by Action Team Leaders in February 2016 and June 2016. The Chief Academic Officer will review the school-based status of the strategic goals.  The eBOARD Strategic Plan software provides a Balanced Scorecard that reflects the Strategic Plan goals and progress.

eBOARD Strategic Plan Software:  One of the most important aspects of the Strategic Improvement Planning Process is the ability of the school district to use GSBA's eBOARD Strategic Plan Software to assist with the execution, monitoring, and reporting of the plan.  GSBA's eBOARD Strategic Plan Module makes the process easy for district staff and the school board.  Plan items can be easily updated by staff allowing users to filter the plan by staff, department, status, priority, date, etc.  As the plan is updated, results are reported on through the Strategic Dashboard, Balanced Scorecard and Goal Alignment report. eBOARD helps to keep everyone informed and provides real-time status updates of the plan in a transparent fashion.

# Mission

To ensure a quality education for all students by providing a safe and effective learning environment where students have the opportunity to be challenged and academically successful.

# Vision

Long County Schools will be an exemplary system where all students are college and/or career ready.

# Beliefs

**In Long County Schools, we believe**

1. All students can learn and should be challenged.
2. All students are valued individuals with unique physical, social, emotional, and intellectual needs.
3. Students learn best when they are actively engaged and share accountability for their learning.
4. A safe, secure, and structured environment is critical to student learning.
5. Students must be prepared for a life of continuous learning.
6. Attendance by students and staff is essential for optimum learning.
7. Recruitment, employment, and retention of highly qualified staff is essential.
8. Effective management of operational and financial processes ensures optimal resources for student success.
9. Decisions – instructional and operational – should be data driven.
10. The Long County School System, School Board, parents, and community share the responsibility for advancing the school district's mission.

## Goal Area I – Student Growth and Achievement

- To ensure all students are college and career ready
- To provide all students with effective instruction
- To encourage student self-actualization

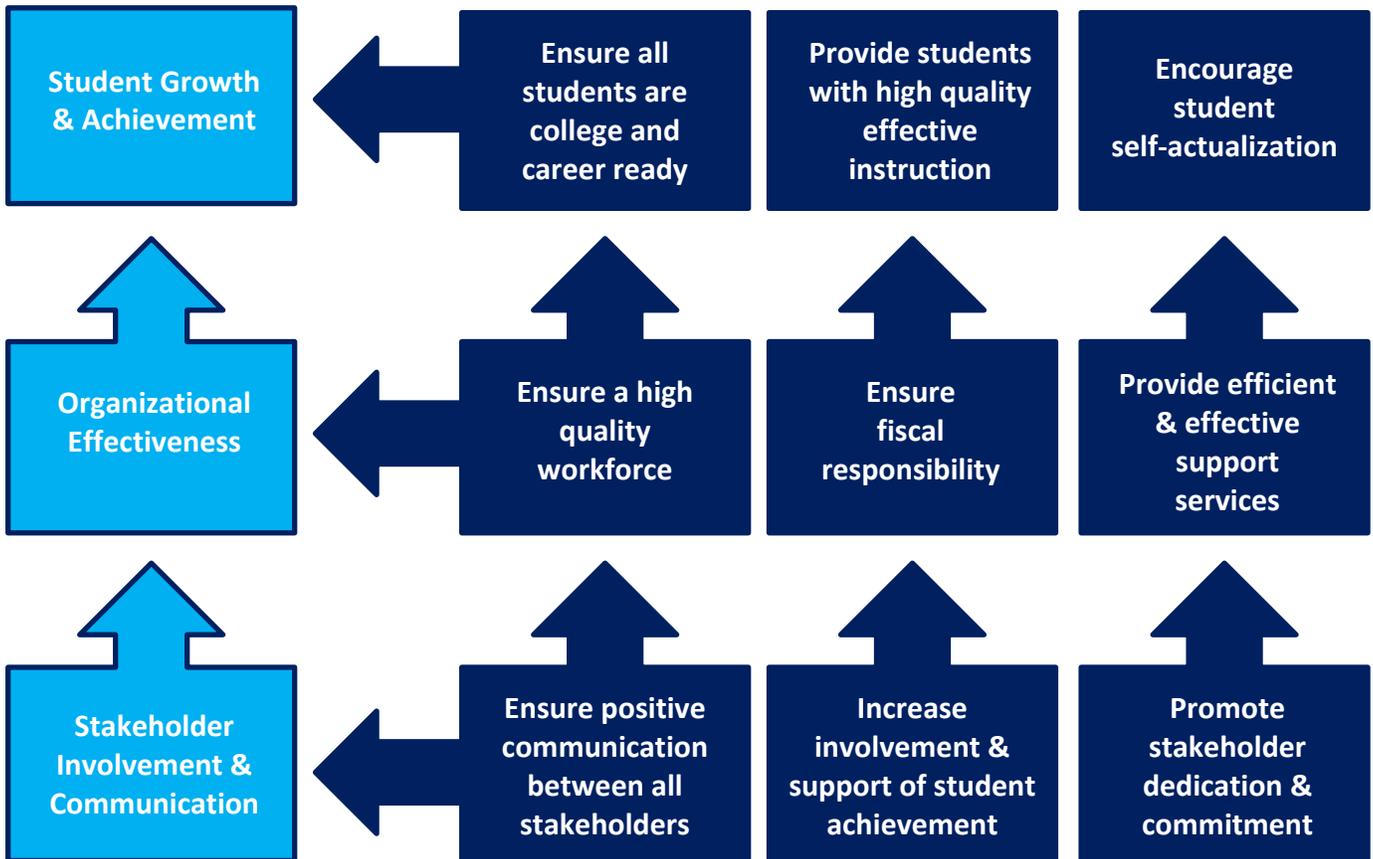## Goal Area II – Organizational Effectiveness

- To ensure a high quality workforce
- To ensure fiscal responsibility
- To provide efficient and effective support services

## Goal Area III – Stakeholder Involvement and Communication

- To ensure positive communication between all stakeholders
- To increase the involvement and support of student achievement
- To promote stakeholder dedication and commitment

| Student Growth & Achievement | ← | Ensure all students are college and career ready | Provide students with high quality effective instruction | Encourage student self-actualization |
| --- | --- | --- | --- | --- |
| Organizational Effectiveness | ← | Ensure a high quality workforce | Ensure fiscal responsibility | Provide efficient & effective support services |
| Stakeholder Involvement & Communication | ← | Ensure positive communication between all stakeholders | Increase involvement & support of student achievement | Promote stakeholder dedication & commitment |

If we engage all stakeholders and ensure efficient and effective operational and organizational structures, then our graduates will be college and career ready.

# Long County Schools Strategic Improvement Plan

| Metrics | Baseline | Target(s) | Person(s) Responsible for Metrics Data | Initiatives & Actions Steps | Timeline | Funding Source | Person(s) Responsible for Monitoring and Evaluation |
|---|---|---|---|---|---|---|---|
| **Strategic Goal 1: Student Growth and Achievement** | | | | | | | |
| **Performance Objective I.1: To ensure all students are college and career ready** | | | | | | | |
| Percent of students scoring at or above proficient on each Georgia Milestones Assessment (EOC) | 1. 9$^{th}$ Grade Lit:<br>2. Ameri. Lit:<br>3. Coord. Alg:<br>4. Anal. Geom:<br>5. Phys. Sci:<br>6. Biology:<br>7. US Hist:<br>8. Econ: | | Dr. Dolores Mallard | **I.1.1  Curriculum Initiative**<br>● <br><br>**I.1.2  Graduation Initiative**<br>● <br><br>**I.1.3  Assessment Initiative**<br>● | | | |
| Percent of students scoring at or above proficient on Georgia Milestones Assessment (EOG) in 8th Grade | 1. ELA:<br>2. Math:<br>3. Science:<br>4. Soc. Stud: | | Dr. Dolores Mallard | | | | |
| Percent of students graduating in four years (4-year cohort) | | | Dr. Dolores Mallard | | | | |
| **Performance Objective I.2: To provide students with high quality, effective instruction** | | | | | | | |
| Percent of teachers participating in at least 80% of scheduled unit-building collaboratives | | | Janet Poole | **I.2.1  Professional Development Initiative**<br>● <br><br>**I.2.2  Student Growth Initiative**<br>● <br><br>**I.2.3  Data-Driven Initiative**<br>● | | | |
| Number of teacher hits it the SLDS Teacher Resource Link | | | Amanda Sikes | | | | |
| Percent of teachers scoring at level 3 or 4 on the TEM | | | Kathy Simmons | | | | |
| Absenteeism—average days per certified employee | | | Kathy Simmons | | | | |
| **Performance Objective I.3:  To encourage student self-actualization** | | | | | | | |
| Percent of students | | | Amanda | **I.3.1  Advisement Initiative** | | | |

| Metrics | Baseline | Target(s) | Person(s) Responsible for Metrics Data | Initiatives & Actions Steps | Timeline | Funding Source | Person(s) Responsible for Monitoring and Evaluation |
|---|---|---|---|---|---|---|---|
| participating in Move on When Ready or Advanced Placement courses | | | Sikes | • <br><br>**I.3.2  Discipline Initiative** | | | |
| Percent of students missing 6 or more days | | | Dr. Dolores Mallard | • <br><br>**I.3.3  Attendance Initiative** | | | |
| Number of students participating in one or more extracurricular activities | | | Karen Swindell & William Hadley | • <br><br>**I.3.4  Extracurricular Initiative**<br>• | | | |
| **Strategic Goal II: Organizational Effectiveness** ||||||||
| **Performance Objective II.1: To ensure a high quality workforce** ||||||||
| Percent of teachers scoring 3+ on TAPS | | | Kathy Simmons | **II.1.1  Recruitment Initiative**<br>•<br><br><br>**II.1.2  Retention Initiative**<br>•<br><br><br>**II.1.1  Mentoring Initiative**<br>• | | | |
| Percent highly effective staff retained | | | Kathy Simmons | • | | | |
| Percent staff receiving high quality targeted effective professional development | | | Janet Poole | | | | |
| **Performance Objective II.2: To ensure fiscal responsibility** ||||||||
| Monthly financial progress reports | | | Bridget Welch | **II.2.1  Technology Initiative**<br>• | | | |
| Zero audit findings | | | Bridget Welch | **II.2.2  Facilities Initiative**<br>• | | | |

Approved: February 27, 2015
**Revised: June 3, 2015**

| Metrics | Baseline | Target(s) | Person(s) Responsible for Metrics Data | Initiatives & Actions Steps | Timeline | Funding Source | Person(s) Responsible for Monitoring and Evaluation |
|---|---|---|---|---|---|---|---|
| | | | | II.2.3 Accountability Initiative<br>• | | | |

**Performance Objective II.3: To provide efficient and effective support services**

| Metrics | Baseline | Target(s) | Person(s) Responsible for Metrics Data | Initiatives & Actions Steps | Timeline | Funding Source | Person(s) Responsible for Monitoring and Evaluation |
|---|---|---|---|---|---|---|---|
| Percent compliance with federal/state transportation regulations | | | Paul Lewandowski | II.3.1 Safety Initiative<br>• | | | |
| Percent School Food Service Safe Serve qualified | | | Stephanie Fox | II.3.2 Transportation Initiative<br>• | | | |
| Percent of preventable work-related injuries | | | Scotty Hattaway | II.3.3 School Food Service Initiative<br>•<br><br>II.3.4 Maintenance Initiative<br>• | | | |

**Strategic Goal III: Stakeholder Involvement and Communication**

**Performance Objective III.1: To ensure positive communication between all stakeholders**

| Metrics | Baseline | Target(s) | Person(s) Responsible for Metrics Data | Initiatives & Actions Steps | Timeline | Funding Source | Person(s) Responsible for Monitoring and Evaluation |
|---|---|---|---|---|---|---|---|
| Percent of parents who think communication is timely | | | Kristie Garcia | III.1.1 Internal Communication Initiative<br>• | | | |
| Percent of teachers who feel communication is adequate | | | Kristie Garcia | III.1.2 External Communication Initiative<br>• | | | |
| Number of website hits | 1. SES:<br>2. WES:<br>3. LCMS:<br>4. LCHS:<br>5. LCSS: | | Kristie Garcia | | | | |

**Performance Objective III.2: To increase the involvement and support of student achievement**

| Metrics | Baseline | Target(s) | Person(s) Responsible for Metrics Data | Initiatives & Actions Steps | Timeline | Funding Source | Person(s) Responsible for Monitoring and Evaluation |
|---|---|---|---|---|---|---|---|
| Percent of parents attending academic school events | | | Kristie Garcia | III.2.1 Parental Involvement Initiative<br>• | | | |
| Number of parents who participate in trainings | | | Kristie Garcia | III.2.2 Teacher Involvement Initiative | | | |

| Metrics | Baseline | Target(s) | Person(s) Responsible for Metrics Data | Initiatives & Actions Steps | Timeline | Funding Source | Person(s) Responsible for Monitoring and Evaluation |
|---|---|---|---|---|---|---|---|
| Number of parents and students who subscribe to online communication accounts | | | Kristie Garcia | • <br><br>**III.2.3 Student Involvement Initiative**<br>• <br><br>**III.2.4 Community Involvement Initiative**<br>• | | | |
| **Performance Objective III.3: To promote stakeholder satisfaction and dedication** | | | | | | | |
| Percent of students satisfied with the school system on school surveys | | | Kristie Garcia | **III.3.1 Public Relations Initiative**<br>• <br><br>**III.3.2 Business Partner Initiative**<br>• | | | |
| Percent of parents satisfied with the school system on school surveys | | | Kristie Garcia | | | | |
| Percent of teachers satisfied with the school system on school surveys | | | Kristie Garcia | | | | |
| Number of stakeholder volunteers | | | Kristie Garcia | | | | |

## Strategic Planning Team

| | | |
|---|---|---|
| Don Melton | Francisco Meji | Janet Poole |
| David Edwards | Beverly Hill | Janet Watford |
| Jose Fuentes | Sherry Lester | Tom Gardner |
| Stephanie Fox | Pamela Pouncey | Taylor McCartney |
| Amy Rogers | Christy Wingate | Shawn Peek |
| Rev. William Miller | Kadee Dasher | Julia Smiley |
| Davis Teston | Dr. Kathy Simmons | Dr. Robert Waters |
| Cathy Rowell | Julie Dawson | Herman Scott |
| Dr. Glenn Purcell | Sherry Long | Kent Hall |
| Elise Stafford | Celest Collins | |
| Al Padrick | Janet Barrett | |

## Strategic Planning Facilitators

| | | |
|---|---|---|
| Andrew Johnson | Gaynell Garrison | Sherry Lester |
| James Wasdon | Eloise Stafford | Mark Waters |
| Lilah Bell | Rev. William Miller | Ray Howard |
| Kerry Hunt | Eric Fuentes | |
| Sherry Long | Christy Wingate | |

## Action Teams

### Strategic Goal I: Student Growth and Achievement

| | |
|---|---|
| Dr. Kathy Simmons, Chair | Janet Poole |
| Lila Moore | Beverly Hill |
| Amanda Crews | |

### Strategic Goal II: Organizational Effectiveness

| | |
|---|---|
| Dr. Robert Waters, Chair | Dr. Glenn Purcell |
| Bridget Welch | David Edwards |
| Cathy Rowell | Debbie Wingate |

### Strategic Goal III: Stakeholder Involvement and Communication

| | |
|---|---|
| Amy Rogers, Chair | Tiffany Cooper |
| Janet Barrett | Beth Gordon |
| Kristy Cornell | Michael Taylor |
| Kristie Garcia | Michael Taylor |

**Forum– May 8, 2014**
**Online Survey – May 10-June 24, 2014**

*Prepared by: Laura D. Reilly, Georgia School Boards Association*

To assist the Strategic Planning Team with their work, Long County Schools engaged its community in a process to gauge the thoughts, feelings and perceptions that stakeholders hold regarding the district – before the plan was developed.

The engagement initiative, designed and implemented by the Georgia School Boards Association, included a community conversation and an online survey. A genuine effort was made to make the process as inclusive and transparent as possible.

Participants of the community engagement initiative responded to the following questions:

1. To be the best it can be, what should Long County Schools preserve/keep?
2. To be the best it can be, what should Long County Schools change/do differently?
3. What do you think are the top challenges faced by Long County Schools?
4. What do you think are the top challenges faced by the students in Long County Schools?
5. As a community, what do we want our public schools to provide for students?

The intention of this report is to provide a collection of the best thinking of school and community members regarding the five questions presented. The information gathered is qualitative and seeks to focus attention on those areas that generated the most energy.

Members of the strategic planning team will use the input to assist them in developing a plan to move the district forward and one that is reflective of its community.

**The Format**
Community Forum
During March and April 2014, the district worked to recruit participants to attend the community engagement session. A great deal of effort went into inviting all segments of the community. Notices were distributed in the paper, on the district's website, through school announcements and at meetings throughout the district and community.

At the community forum on May 8 at Long County High School, about 65 participants heard a presentation on the Georgia School Boards Association (GSBA) strategic planning process and a "State of the District" presentation by Dr. Robert Waters, Long County superintendent. Information included: educational issues, school district achievement data and the process to be followed that evening regarding the small group discussions.
Participants were randomly divided into smaller groups to hold their conversation. Volunteer facilitators agreed to lead the discussions, clarify issues, keep each group focused, make sure every person had an opportunity to be heard, and ensure that what was said was properly recorded.

Facilitators did not ascribe any individual's name to comments written in the notes of the small group discussions. At the conclusion of the discussion, facilitators asked participants to prioritize their lists of comments by marking the ideas or comments they thought were most important for each question asked. GSBA staff transcribed all of the notes. Laura Reilly compiled the report by sorting the comments and using the results of each group's prioritizing activity. Results of the community conversation were synthesized with the results of the online survey.

Online Survey

An online survey using the same questions offered an additional input opportunity. If they desired to do so, participants could provide additional comments on all questions and on the survey as a whole. The choices listed for questions were used only to add structure to the survey and avoid ending up with lists of comments in no order or context. Survey Monkey was used as the online survey tool. Open---ended comments were sorted through a manual process. GSBA administered the survey.

The Response

About 65 community members, teachers, students and staff participated in the community forum. There were 144 full responses to the online survey. The largest percentage of respondents to the online survey identified themselves as teachers (65%). The next group with the largest number of participants was the parent group (19%).

Attendees of the community forum were not asked to identify themselves.

Reasons to be Proud and Assets to Build Upon

When asked, "To be the best it can be, what should Long County Schools System preserve/keep?" the following represents the areas of greatest agreement among survey respondents and/or community conversation participants:

1) Small class sizes – Stakeholders appreciate the efforts to keep class sizes small.
2) Teachers and staff – Stakeholders view recruiting and retaining highly qualified staff as a priority. This issue comes up in different ways throughout the process indicating that there is recognition of what's being done in this area, but it still is a challenge.
3) Safety –Stakeholders are concerned about the safety of students and staff. They recognize and appreciate what is being done in this regard, but also feel safety needs to remain a focus and priority for all levels of administration.

Other programs and services emerging as ones to keep or preserve:
- Current extracurricular programs and activities
- Current focus on student achievement
- The band and arts programs
- Growth in athletic programs
- Current communications methods being used such as the phone tree, website, etc.

Possibilities for Change and Growth

When asked, "To be the best it can be, what should Long County Schools change or do differently?" the following represents the areas of greatest agreement among survey respondents and community conversation participants:

1) Parental Involvement – Lack of parental involvement is an issue that surfaced in a number of ways at the community meeting and on the survey. There is a feeling that more needs to be done to address this and the barriers that might hinder getting parents more involved such as transportation, poverty and transiency.
2) Class sizes – Stakeholders are concerned about class sizes and what might happen if the budget picture doesn't improve. They voiced a desire to keep the ratio of teacher to student as low as possible.
3) Communication – While stakeholders appreciate efforts being made to effectively communicate with parents and the community, they also see room for improvement. For example, there were a number of comments that there is the need to realize that not all parents have Internet access.
4) Recruitment and retention of staff/teachers – There were requests that the district try to recruit locally. Note that people who took the survey might not have watched Dr. Waters' presentation that addressed this issue prior to answering the survey.

Top Challenges Faced by the School District

The following are issues that surfaced most often through the online survey and the community conversation:

1) Funding --- Stakeholders recognize the financial and funding challenges the district faces, especially the low tax base.
2) Poverty/County Demographics – Participants of survey and the community meeting cited the challenge of poverty. They also noted that this affects issues such as the lack of community recreation facilities for students.
3) Parental Involvement – Stakeholders recognize the challenge the district has in cultivating parental involvement.
4) Recruiting and Retaining Highly Qualified Teachers and Staff – Stakeholders identified the challenge the district has in retaining and hiring highly qualified employees.

Top Challenges Faced by the Students

The following are issues that surfaced most often through the online survey and the community conversation:

1) Student Apathy – There is a perceived lack of motivation on the part of students regarding their education.
2) Parental involvement/breakdown in the family – Stakeholders are concerned for students because of the perceived lack of parental involvement.
3) Common Core/Georgia Performance Standards Math Curriculum – The topic of the math curriculum showed up in a number of ways during the process. It was cited as something needing improvement, a challenge for the district (it's a state mandated curriculum), and an academic challenge for students.
4) Safety – Stakeholders are concerned about the safety and well---being of students and that they don't have many recreational/cultural opportunities outside of school.

What the Community Wants the District to Provide Students

Several themes emerged from the respondents of the online survey and the participants at the community conversation:

1) Highly qualified teachers – Participants at the community meeting and on the survey said they want to provide students highly qualified teachers who are held accountable and rewarded accordingly.
2) Safety and Security – Providing a safe and secure learning environment for students and staff is important.
3) Curriculum – Three curriculum issues emerged as important to stakeholders:
   - A curriculum that prepares students for college or the workforce, and one that includes a robust technical education program. They also mentioned the need for more pathways programs.
   - Participants of the survey, in large numbers, said that they want schools to provide students a curriculum that includes training on life skills such as personal finance, character education and leadership.
   - A curriculum that focuses on the basics of math, science and language arts
   - Strengthening of the band and fine arts programs, as well as the number of offerings of extracurricular activities

During the planning team session participants were asked to summarize the wants and expectations of the students, internal and external stakeholders of Sample County Schools based on the focus group and survey results?

**Who are we?**

**What are Our Beliefs?**

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**Beliefs**

1. All students can learn and should be challenged.

2. All students are valued individuals with unique physical, social, emotional, and intellectual needs.

3. Students learn best when they are actively engaged and share accountability for their learning.

4. A safe, secure, and structured environment is critical to student learning.

5. Students must be prepared for a life of continuous learning.

6. Attendance by students and staff is essential for optimum learning.

7. Recruitment, employment, and retention of highly qualified staff is essential.

8. Effective management of operational and financial processes ensures optimal resources for student success.

9. Decisions – instructional and operational – should be data driven.

10. The Long County School System, School Board, parents, and community share the responsibility for advancing the school district's mission.

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**What is our Mission?**

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**Current Mission:**
To ensure a quality education for all students by providing an effective learning environment where students have the opportunity to be challenged and academically successful.

**Suggested Revision(s):**
To ensure a quality education for all students by providing a safe and effective learning environment where students have the opportunity to be challenged and academically successful.

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**What are the wants and expectations of the students, internal stakeholders, and external stakeholders of the school district?**

| Students | Wants and Expectations<br><br>*Experienced Teachers & Admin<br> Challenged as a student to earn grades<br> Diverse extra-curricular environment<br> Caring teachers<br>*Safe/Clean Environment<br> Fairness<br> Accountability<br> Structure<br>*College& Career Ready<br> Communication of opportunities<br> Acceptance<br> Encouraged<br> Food Service<br> Variety of courses<br> Open learning environment<br> Motivation from teachers<br> Meet individual needs |
|---|---|

| Internal Stakeholders | Wants and Expectations<br><br>*Parental/Community support<br> Resources<br> Collaboration<br> Student Focus<br>*Committed HiQ, passionate teachers<br>*Work Ethics<br> Engaged students<br> Faculty to support student learning and teaching practice<br>*Safe/clean environment<br> Accountability<br> Less govt. regulations<br> Gradual implementation of new programs<br> More personnel to support new requirements |
|---|---|

| | |
|---|---|
| **External Stakeholders** | **Wants and Expectations**<br><br>\*Moral/Ethical values<br>\*Provide best education possible<br>\*Prepare for college career<br>\*Prepare student for the world<br>Smaller class size<br>Professionalism<br>Students graduation, be productive, and give back to community<br>Increased soft skills<br>Students with strong work ethics<br>\*Skilled employee<br>Updated & accurate info<br>Willingness to work toward goals<br>\*Support<br>Transparency<br>\*Communication |

**What is unique about the school district and its community, and what do we want to keep?**

Booster Clubs
Student support system
\*Community Involvement
Efficient
Educational support
Award winning Band program
\*Hometown feel
Fiscal effectiveness
Culture
Lack of tax base/industry
\*Growth
Single grade system
\*Rapport
Transient system
\*Low tax base
Open campus
Close proximity to neighboring community system (4-H, health dept,etc)
Programs available to keep students in school (ISS, STAR, Alternative School)
Financial accountability to stakeholders/
Communication
Unique students
Admin
Bus Routes
School Nurse
School sponsored activities

\*Repeated by multiple respondents

# Appendix IV:
# SWOT Analysis

**Where are we now?**

| INTERNAL | |
|---|---|
| **Strengths** | **Weaknesses** |
| Collaboration | Teacher Retention |
| Maximize Resources | Student Mobility |
| *Teachers | *Parent Engagement |
| Community Support | *Facility |
| *Growth | *Curriculum |
| *Safety | Poverty |
| Wellness | *Growth |
| *Technology | *Technology |
| *Committed faculty/staff/BOE | High teacher turn over |
| Data driven | Student transiency |
| Opportunities for parent involvement | Kindergarten readiness |
| Extra-curricular activities | *Transportation maintenance |
| Professionalism | HiQ teachers |
| Pro-active | Pathway completion |
| High school | Professionalism |
| BOE support | *Effective implementation of Staff turnover |
| *Strong leadership | Student behavior problem |
| Students | Teacher/student ratio |
| | Planning for future infrastructure |

| EXTERNAL | |
|---|---|
| **Opportunities** | **Threats** |
| Climate/Location | Poverty |
| Community Development | Tax Base |
| ESPLOST | State/Federal Requirements |
| Parent Universities (PTO,etc.) | Lack of Industry |
| New facilities | Funding cuts |
| Social media | Economy |
| New industry | Social Media |
| Post-Secondary education | Disasters |
| Online Learning | New Curriculum |
| Business Partnerships | Public negativity |
| Non-resident students | Uncertain from Ft. Stewart |
| Growth | Fed./State mandates |
| Demographics | Bombing Range |
| Quality of Life | Safety |
| Hometown life | Transit issues(railroad issue) |
| Water Rights | Changing political climates |

| Vision Recommendations | Plan SG/PO or Page # |
|---|---|
| **Chapter 2 – Vision** | |
| 2.1 Promote public education as the cornerstone of American Democracy. | |
| **Chapter 3 – Early Learning and Student Success** | |
| 3.1: Create through a state-wide initiative an Early Learning collaborative in each county of the state that includes all human services organizations. | N/A |
| 3.2: Create public-private partnerships in local communities between local businesses and educational and human services organizations for the purpose of establishing early childhood initiatives that address healthy child and family development and economic benefits to the community. | N/A |
| 3.4: Provide an opportunity for all children from birth to five-years-old to participate in high-quality, full-year, full-day educational experiences that are designed to promote all aspects of a child's development, from cognitive to social and emotional development in the home or in the care of a licensed public or private care provider. | N/A |
| 3.5: Adopt a pre-kindergarten through grade 3 integrated education model for all children ages four through eight. | N/A |

| Chapter 4 – Teaching and Learning | |
|---|---|
| 4.1: Create collaborative learning communities and implement expert coaching in all schools. | |
| 4.2: Integrate fully a variety of technologies to support student learning and facilitate assessment. | II.2.a Page 10 |
| 4.3: Develop challenging and dynamic curricula that is sufficiently flexible to meet the diverse needs of students and to support higher-order thinking. | I.1.2 Page 7 |
| 4.4: Develop a comprehensive and balanced system of assessments that is useful in guiding the work of teachers and students. | I.1.3 Page 7 |
| 4.5: Ensure that all teachers understand and use differentiated strategies effectively in the instruction and assessment of students. | |

| Chapter 5 – Teaching and Learning Resources | |
|---|---|
| 5.1: Examine currently adopted and proposed alternative models for the delivery of educational services for the purpose of determining their effectiveness in terms of student learning, needed resources, and feasibility for adoption/adaptation by school districts over the state | I.1.2 Page 7 |
| 5.2: Ensure full technology integration into the classroom by providing access to adequate resources, equitable infrastructure and professional learning opportunities for teachers | II.2.1 Page 9 |
| 5.3: Develop, implement and maintain a comprehensive, state-wide, longitudinal data system | N/A |
| 5.4: Develop local protocols for collaboration among school systems, other educational entities, public service agencies, business and industry and the community served in decisions related to school siting, school safety, and the co-location of community services. | II.2.2 Page 10 |

| Chapter 6 – Human and Organizational Capital | |
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| 6.3: Provide comprehensive recruitment, induction, and retention strategies for all local school districts. | II.1.1, .2, & .3 Page 9 |
| 6.4: Pilot teacher and leader compensation programs to evaluate the effectiveness and viability of selected compensation scenarios. | |
| 6.5: Examine organizational structures and processes to ensure support of student learning and provide for distribution of leader responsibilities at all levels within the district. | |

| Chapter 7 – Governance, Leadership and Accountability | |
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| 7.4: Change the method of selection of members of local boards of education from a choice between partisan and non-partisan elections to non-partisan elections only. | N/A |
| 7.7: Establish and maintain high reliability organizations through development of local school district leadership teams. | |
| 7.9: Develop and implement at the local school district level an accountability system based on local district educational goals that are aligned with state educational goals and state accountability system, and which include clearly defined measures of school district, school and student success. | |

| Chapter 8 – Culture, Climate, and Organizational Efficacy | |
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| 8.1: Make each school and district an inviting place to be for students, parents, staff, and the larger community. | |
| 8.2: Establish each school as the center or hub of the community in which it exists. | |
| 8.3: Determine stakeholder perceptions of schools and school districts. | II.1.2 Page 11 III.2.1 Page 12 |
| 8.4: Develop a culture and climate that foster innovation and responsible risk-taking. | |
| 8.5: Develop school and district cultures that are sensitive and responsive to the cultural, racial, ethnic, and socio-economic make-up of the communities they serve. | III.3.1 Page 13 |
| 8.6: Develop safe, orderly, supportive learning environments built on respect and encouragement where all individuals believe they can make a positive difference. | II.3.1 Page 10 |
| 8.7: Get to know and be willing to truly listen to the students in our schools. | |

| Chapter 9 – Financial Resources | |
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| 9.2: Identify in both state and local budgets for public education sufficient fiscal resources for implementing both a comprehensive data system and an evaluation system that uses data to measure and improve effectiveness in meeting objectives for enhanced student learning. | |
| 9.3: Initiate an ongoing process at the local district level for systematically evaluating all expenditures to enable the development and adoption of budgets that are focused on district strategies for maximizing student learning. | II.2.3   Page 10 |